

**University of Mindelo**

**Department of human, social and juridical sciences**

**Degree in English Studies**

**Teacher Training Report 2012/13**

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# **Teacher Training Report**

## **English Studies 4<sup>th</sup> year**

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Local: Ludgero Lima high school

Duration: November 2012-April 2013

Approved in...../...../.....

The coordinator:

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The supervisors:

Fedra Melo

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## **Summary:**

The present final traineeship report is part of the curricula in the last year in the degree of English studies. The traineeship had duration of six months (180 hours).

It is a detailed description of the process of teaching in a high school (Liceu Ludgero Lima). The traineeship consists of two stages: observation and practice.

In the observation stage, the methods and theories of teaching used by the teacher were evaluated. In the practice stage, the methods and theories used by the trainees are presented in the lesson plans created by their own.

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## **Acknowledgement:**

This work is dedicated firstly to my mother Ivone Pereira Costa, who supported me during all my school life, so I want to thank her for all her efforts to help me get my degree.

Secondly I dedicate it to my teachers because they are in a way responsible for my success and I also want to congratulate my University, because of all the ways, equipments and their availability to help the students when needed.

For this and for other, I'm proud of saying that I'm a student at University of Mindelo.

I thank my supervisors' teacher Fedra Melo and teacher Guilherme Lima that supported me during my traineeship; I got lots of experience with them so they have their part in this work.

I also dedicate this work to myself, because this is the result of all my efforts during all these times, I'm proud of being what I'm today, responsible, confident and now I know that to succeed in life we need to work hard.

## **Introduction:**

This traineeship report was written to comply with one of the requirements of the University of Mindelo, to finish the degree of English Studies. It is also a way to evaluate our participation in the traineeship and check our capacities related to the area we are inserted.

The trainees were supposed to do 180 hours of traineeship; divided in the observation and practice stage. In the observation stage the trainees are supposed to just observe the teacher performance in class and take notes.

In the practice stage, the teacher presents the objectives that must be taught and the trainees should create their own lessons.

In my case, I had two colleagues in my group. The first observation stage with teacher Fedra Melo was longer and also the practice stage was longer too.

In the report you will find the observation and practice stage with teacher Fedra Melo. Then you will find observation and practice with teacher Guilherme Lima.

To finish the work you will find some annexes to help you understand the type of activities we did in classes and the texts used and also the tests.



## HISTORY OF THE SCHOOL

Liceu Ludgero Lima is one of the oldest secondary schools of São Vicente. It represents the basis of the development of the Capeverdean intellectuality and symbolises the development and progress of the Capeverdean society, particularly of Mindelo's.

The school was founded in 1917 by the Portuguese Governors; initially, the Portuguese intended to found a Capeverdean Secondary School on the island of São Nicolau. However, some notable and influent personalities like Major-Doctor António Augusto Veiga de Sousa Vera-Cruz (Senator Vera-Cruz) opposed to this idea and claimed that the Secondary School of Cape Verde should be founded in São Vicente due to the great social and economic development that the island already had attained at that time. Reflecting on the logic of this justification, the Portuguese Governors decided that the school should really be founded in São Vicente, giving the population of Cape Verde an opportunity to develop and solidify intellectually.

From 1917 to 1936, the school functioned with the name “Liceu Central do Infante D. Henrique” under the rectory of Major-Doctor António Augusto Veiga de Sousa Vera-Cruz. Between 1936 and 1975, the school functioned with the name “Liceu Gil Eanes”. From 1975 onwards, the school has functioned with the name “Liceu Ludgero Lima”. The name was given to honour Ludgero Lima, who worked and studied at the same time in the school to finish the 5<sup>th</sup> grade. He was born in 1934, in Santo Antão and died on March 23<sup>rd</sup>, 1975 in a car crash.

### **School's description:**

The school is located in Chã de Cemiterio (Monte Sossego)

The headmaster of the school is called José Candido Delgado.

There are 95 teachers (six of them are now working in universities but they belong to the school, two of them are not working now but they belong to the school too).

In general there are 1418 students (this was at the beginning of the school year 2012/2013) but at the end of the year there will be fewer students, because some of them start giving up in the middle of the second trimester.

Each classroom has a range of 31 students.

Number of classrooms according to the grades:

7 Grade: 10 classrooms.

8 Grade: 9 classrooms.

9 Grade: 9 classrooms.

10 Grade: 5 classrooms.

11 Grade: 7 classrooms.

12 Grade: 6 classrooms.

## PHYSICAL SPACE

- 21 - Classrooms;
- 03 – Drawing rooms(currently used as classrooms);
- 02 - Crafts rooms/ needlework (currently used as classrooms for optional subjects, the 3rd cycle);
- 01 - Hall of teachers;
- 02 - Computer Rooms;
- 01 - Multifunctional Room;
- 01 - Room ( language club);
- 06 - Coordination Meeting rooms of Disciplines (French, English, Portuguese, Arts / Design, Geography, Mathematics);
- 02 - Laboratories (Physics / Chemistry and Natural Sciences / Biology);
- 01 - Office of the Director;
- 02 - Office for the Deputy Directors;
- 01 - Cabinet support to the Directorate;
- 01 - Office of the COEP;
- 01 - Library / reading room;
- 01 - Auditorium / Amphitheater;
- 01 – Sports playground (with 3sports categories);
- 01 - Gym (with dressing room and storage for materials of Physical Education);
- 01 - Office for Physical Education Teachers (with 2 bathrooms);
- 01 - Canteen / Cafeteria;
- 01 - Kitchen;
- 01 - Workshop (for minor repairs);
- 01 – School office;
- 01 – Photocopy Office
- 02 - Archives;
- 01 - Storeroom;
- 11 - Toilets (8 for students, teachers and 2 to 1 for the administrative staff):
- 01 - Garden.

## **General description of the classrooms:**

11°E/F: composed by 25 students, it is a mixed class in the English subject.

They are not lazy, the teacher hasn't got many problems with them, they behave well and the majority of them are concerned with their studies.

11°A: composed by 35 students. It is the largest class in 11<sup>th</sup> that I attended. The students behave badly; they don't pay attention on what the teacher is explaining. The majority of them are very weak students not only in English but in the other subjects too.

11°C/G: composed by 26 students (a mixed class). They are good students, they pay attention, they don't talk too much in class, and they do their works correctly and on time.

11°F/G: composed by 12 at first. (Now there are only 11 students because one of them travelled to another island). It is a mixed class; some students are weaker than others. But they are a very calm group, they are polite and they are dedicated to their works.

12°E/F: composed by only 6 students, it is the smallest group I attended. They are very calm, polite and all of them are very concerned to their studies.

9°A: composed by 35 students. There are very good students. They behave well; they get good grades and are very polite.

9°C: composed by 31 students. They are considered "terrible" for the teachers but they have a positive characteristic, even talking too much in class, the majority of them have good grades and are aware of what they are studying.

12°B/C: It is a mixed class composed by 21 students. Students do not participate too much in class, there are some talkative students. We attended just few lessons with them because of our timetable in the University so we did not do practice with them.

11°B/D: A class composed by 31 students; the majority of the students participate in class. They seemed to be not so weak. In this class we did only observation, we could not do practice with them too.

### **Brief description of the tutors and their teaching methods:**

Teacher Fedra Melo:

A very polite and friendly person, she was always available for helping us if we had doubts about the lessons.

I consider her a good teacher, and we can see that the students also find her a good teacher. Her classes are very vivid and create motivation on students.

For teaching she uses direct method with the advanced levels and grammar translation method with the younger students.

Teacher Guilherme Lima:

He is a very polite person; he has lot of experience in teaching;

Students like and respect him. He performs very good lessons.

For teaching he uses mainly the direct method, because he has only advanced students.



**Observation stage: 5<sup>th</sup> November- 07<sup>th</sup> December**

**Tutor:** Prof.Fedra Melo

**First class: November 05<sup>th</sup>**

**Date:** 05/11/12- Monday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11<sup>o</sup>E/F

**Level:** 5

**Teaching aids:** The blackboard

**Summary:** Preparation for the written test.

**Items revised:** Pres. Simple; Pres.Continuous; Pres. Perfect Simple; Past continuous and Simple.

**Observations:** The teacher asked different students to go to the board. She prefers to write everything on the black board as a way to encourage the students to practice their writing skills because they have some difficulties in writing.

The class was only 50 minutes- they did only two exercises on grammar (verb tenses).

**Second class: November 05<sup>th</sup>**

**Date:** 05/11/12 Monday

**Class:** 11<sup>o</sup>A

**Level:** 5

**Teaching aids:** The blackboard

**Time:** 11:40

**Duration:** 50 minutes.

**Summary:** Preparation for the written test.

**Observations:** the teacher gave them the same exercises.

They have much problems in grammar (verb tenses) than the class attended before.

**First class: November 06<sup>th</sup>**

**Date:** 06/11/12 Tuesday

**Class:** 9°C

**Level:** 3

**Time:** 11:40

**Duration:** 50 minutes

**Teaching aids:** the course book and the blackboard

**Summary:** block 1-set 3-activities B, C and D.

**Observations:** Every student has a turn to go to the board to write the summary.

They did three exercises on the book .page. 11

Then they did oral and written correction. Some students have reading problems.

**First class: November 07<sup>th</sup>**

**Date:** 07/11/12 Wednesday

**Class:** 9°C

**Level:** 3

**Time:** 10:40

**Duration:** 50 minutes

**Teaching aids:** The blackboard

**Summary:** Preparation for the test.

**Items to be revised:** Question words, indefinite articles, revision of have /has got/ to be  
Like and dislike(ing /infinitive).

**Obs:** The first exercise was about “question words”.

After that, they did another exercise about likes and dislikes and another one about have/has got/to be.

In the last exercise the students had problems with the pronouns.

**1<sup>st</sup> Coordination meeting: November 8<sup>th</sup>**

**First class: November 12<sup>th</sup>**

**Date:** 12/11/12- Monday

**Time:** 10:40

**Duration:** 50 minutes

**Teaching aids:** the blackboard

**Class:** 11<sup>o</sup>E/F

**Level:** 5

**Summary:** comparative and superlative of adjectives.

**Obs:** the teacher started with a warm-up making students remember about what they have studied in the previous years on comparisons. Then she presented the rules.

**Positive:**

- a) Equality (as- adjective-as) we are using two persons, animals or things that have the same quality.
- b) Inequality (not as/not so as-adjective-as) we are comparing two persons, animals or things that don't have the same quality.

**Comparative:** when comparing two things, persons, and animals.

a) Superiority: one is always higher in the quality than the other.

**Rules:** one syllable adjective

Tall- taller than – ex: Hugo is taller than Noemy.

One syllable ending in “y”

Ugly- uglier than: replace the “y” to “ier” + than.

Ex: Pancraccio is uglier than Francisco.

**Exception:** happy and funny have two syllables but they follow the same rule.

Happy: happier than.

Funny: funnier than.

But the teacher advertised the students that if they find in a grammar book the option “more happy than” it is acceptable too.

One syllable adjective: with vowel consonant.

**Rule:** We double the consonant and we add “er”

Ex: Today is hotter than yesterday.

More than one syllable adjective:

**Rule:** more+ adjective+than

Ex: Obama is more important than Jack.

**Irregular adjectives:**

Good- better than.

Bad- worse than.

**Second class:**

**Date:** 12/11/12 Monday

**Class:** 11ºA

**Level:** 5

**Time:** 11:40

**Duration:** 50 minutes

**Teaching aids:** the blackboard

**Summary:** comparative and superlative of adjectives.

**Observations:** the teacher used the same procedures and exercises as used in the previous class

**First class:** November 13<sup>th</sup>

**Date:** 13/11/12- Tuesday

**Time:** 10:40

**Duration:** 50 minutes

**Teaching aids:** A portable computer

**Class:** 11E/F

**Level:** 5

**Summary:** Handing out of the written test.

**Obs:** The teacher delivered the tests. The results were good.

She brought a video about famous cities to show the students, but she had some difficulties because the teaching aid she wanted to use was a portable computer.

There was a problem in connecting the computer with the speakers. The solution was to put all the students in front of the computer for them to see the video.

**First class:** November 14<sup>th</sup>

**Date:** 14/11/12 Wednesday

**Class:** 11ºC/G

**Level:** 5

**Time:** 9:30

**Duration:** 50 minutes

**Summary:** comparison of adjectives.

**Observations:** they have started the comparison of adjectives on the previous class, so they were continuing with the topic. She used the same procedures and exercises used in the previous classes to teach this topic.

The teacher gave the students a list with the adjectives and their comparisons for them to summarize what they have done before.

Adjective	Posit. Equality	Neg. Equality	Comp. Superiority	Comp. Inferiority
Smart	As smart as	Not as/not so smart as	Smarter than	Less smart than
Boring	As boring as	Not as/not so boring as	More boring than	Less boring than
Funny	As funny as	Not as/not so funny as	Funnier than	Less funny than
Hot	As hot as	Not as/not so hot as	Hotter than	Less hot than
Good	As good as	Not as/not so good as	Better than	Less good than
Bad	As bad as	Not as/not so bad as	Worse than	Less bad than

**Second class:**

**Date:** 14/11/12 Wednesday

**Class:** 9°C

**Level:** 3

**Time:** 10:40

**Duration:** 50 minutes

**Teaching aids:** the course book and the blackboard

**Summary:** block 1-set 3: Grammar spot- Simple Present.

**Obs:** the teacher explained for what purpose we use the simple present.

**Simple Present:**

Routines: Josh wakes up at 7a.m.

Facts: Josh is a heavy sleeper.

The teacher introduced the affirmative form using two different verbs (to walk; to be)

After having explained the affirmative form, she introduced the negative form and explained the usage of the auxiliary verb (**to do/does – not-infinitive**).

**Third class:**

**Date:** 14/11/12 Wednesday

**Class:** 11ºA

**Level:** 5

**Time:** 11:40

**Summary:** Handing out and correction of the test.

**First class:** November 16<sup>th</sup>

**Date:** 16/11/12- Friday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 9ºC

**Level:** 3

**Teaching aids:** The blackboard/ the course book.

**Summary:** Block 1/ Set 3- Simple Present. Activities C and D.

**Obs:** correction of homework (orally). Introduction of “short answers”.

**“Short answers”.**

Do you like homework? – Yes, I do.

-No, I don't

Does he go to school by bus? – Yes, he does.

-No, he doesn't.

**Complete the sentences using Simple Present of the verbs in brackets:**

My mother (make) makes my bed every day.

I (not/like) don't like homework.

Do you listen (you/listen) to rock music? Yes, I do.

After the exercise she introduced the negative and interrogative form of the verbs in simple present.

**To be: negative form**

**To have got:**

I am not = I'm not;

I haven't got

You are not=you aren't

you haven't got

He/she/it is not= isn't

he/she/it hasn't got

**Obs:** This was a kind of revision because the students have studied this in the previous years.

**Interrogative form:**



Auxiliary verb: do/ does?

- Do I walk?
- Do you walk?
- Does he/she/it walk?
- Do we walk?
- Do they walk?

**Note:** With the verb “to be” we don’t use the auxiliary verb.

Ex: Am I?

Are you?

Is he/she/it?

Are we?

Are they?

Teacher asked the students to do homework A and B on page 16 in their workbook.

Then they made the exercise D.

Ex: These students (read) read long books at school.

I ’m not (be/not) a good student but I am (be) a good friend.

The teacher asked them to take a look on the adverbs of frequency presented on page 17.

**Second class:** November 16<sup>th</sup>

**Date:** 16/11/12- Friday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 9ºA

**Level:** 3

**Summary:** Handing out and correction of the test.

**First class:** November 19th

**Date:** 19/11/12- Monday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11ºE/F

**Level:** 5

**Teaching aids:** The blackboard and the course book.

**Summary:** Superlative of adjectives.

**Obs:**

Superlative: superiority

Inferiority

- 1- **One syllable adjective:** (teacher asked the students to give her some examples).

**Ex:** Tall- the tallest- Jesper is the tallest boy of the class.

- 2- **One syllable adjective ending in “y”.**

**Ex:** Easy- the easiest- This exercise is the easiest in the workbook.

- 3- **One syllable adjective- vowel/consonant.**

**Ex:** fat- the fattest- Jack is the fattest in the team.

Thin – the thinnest.

- 4- **More than one syllable: the most/adjective.**

**Ex:** important- the most important- Obama is the most important person in the USA.

**Irregular adjectives:**

Good: the best.

Bad: the worst.

**Superlative of inferiority:**

The least/ adjective.

**Ex:** The least important person in the world is Jack.

Then the teacher asked the students to open their workbook on page 17.

Homework: page 19.

**Second class:** November 19th

**Date:** 19/11/12- Monday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 11ºA

**Level:** 5

**Teaching aids:** The blackboard and the course book.

**Summary:** Superlative of adjectives.

**Obs:** Same procedures and exercises as used in the previous class.

**First class:** November 20th

**Date:** 20/11/12- Tuesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11ºE/F

**Level:** 5

**Teaching aids:** The tape recorder, the blackboard and the course book.

**Summary:** reading and listening spot- learning English. Homework correction.

**Obs:**

They had a quite similar chart to complete with the adjectives

	<b>Positive equality</b>	<b>Negative equality</b>	<b>Comparative of superiority</b>	<b>Comparative of inferiority</b>
<b>Smart</b>	As smart as	Not as/not so smart as	Smarter than	Less smart than
<b>Serious</b>	As serious as	Not as/not so serious as	More serious than	Less serious than
<b>Fat</b>	As fat as	Not as/not so fat as	Fatter than	Less fat than
<b>Good</b>	As good as	Not as/not so good as	Better than	Less good than
<b>Bad</b>	As bad as	Not as/not so bad as	Worse than	Less bad than
<b>Rich</b>	As rich as	Not as/not so rich as	Richer than	Less rich than

They used the book/ page 19. Before start to listen they brainstormed ways of learning English.

The teacher brought a tape recorder/CD player to the class for the students to listen a text about ways of learning English.

They did reading aloud one by one. The teacher sometimes made some corrections on the pronunciation of the students. Homework/ exercise- B, C and D.

**Second class:** November 20th

**Date:** 20/11/12- Tuesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Summary:** Handing out and correction of the test.

**Obs:**

The teacher returned back the tests, and some students were very excited comparing their grades. There were two varieties: A and B. They did oral correction.

**First class:** November 21th

**Date:** 21/11/12- Wednesday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°C/G

**Level:** 5

**Teaching aids:** The blackboard and the course book.

**Summary:** Exercises of comprehension. Activities B, C, and D.

**Obs:** they started correcting the exercises on page 20. The teacher stopped the correction to talk to them about their attitudes toward English. She explained them what they had to do in the exercise.

They had a true/false exercise as homework, they did oral correction.

Then the teacher wrote an exercise on the board for students to do.

Ex:

- 1- (Amazing). Peter was amazed with Bjorn's English.
- 2- (Good). Bjorn's English is much better than Peter's English.
- 3- (British). My cousin was born in Britain so he is British

**Second class:** November 21th

**Date:** 21/11/12- Wednesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** The blackboard and the course book.

**Summary:** Block 1-set 3(adverbs of frequency) activity A.

**Obs:**

To introduce the topic she asked them if they knew which the adverbs of frequency are and which their functions are.

As a warm-up she draws a graph on the board and asked them to copy on their notebooks.

She asked them to tell her what activities they do in each adverb in the graph.

They made an exercise on their book. Page 12.

**Note:** She explained how to make the collocation of the adverbs. She also told them that the adverb "sometimes" is the only one that can be at the beginning of a sentence.

Then they did exercise A on page 12.

Workbook page 12:

How often do you go to sleep early?

I hardly ever do.

I sometimes do.

Do you ever sleep early?

I never do.

**Coordination meeting:**

**Date:** 22/11/12 Thursday

**Time:** 10:40

**Coordinator:** Prof. Fedra Melo

**First class:** November 23<sup>rd</sup>

**Date:** 23/11/12- Friday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** The blackboard and the course book.

**Summary:** Block 1-set 3(writing spot).

**Obs:**

The teacher started the lesson asking them to open their books on page 12. They answered the questions without problems then the teacher put the answers written on the board.

**Ex:**

- a) Sarah wakes up at 7:30.
- b) She has a shower.

Students read the sentences aloud with the teacher making some pronunciation correction.

They did a quiz about students' lifestyle.

Then she wrote an exercise on the board.

**Rewrite the sentences:**

**Ex:**

I always go out at night.

I always go out at night.

The students did not finish the exercise in time so the teacher left it as homework.

**Second class:** November 23<sup>rd</sup>

**Date:** 23/11/12-Friday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 9<sup>º</sup>A

**Level:** 3

**Teaching aids:** The blackboard and the course book.

**Summary:** Block 1/ set 3-writing spot.

**Obs:** they did the same exercises on page 12.

The first exercise they did it orally.

The teacher passed the same exercise of rewriting/building sentences.

**First class:** November 26<sup>th</sup>

**Date:** 26/11/12- Monday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11<sup>º</sup>E/F



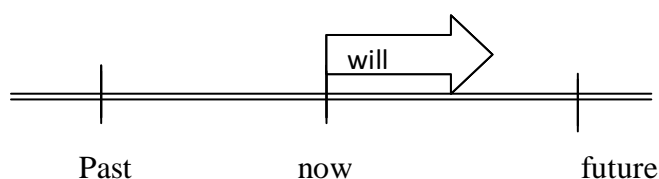
**Level: 5**

**Teaching aids:** The blackboard and the course book.

**Summary:** Will and Going to Future.

**Observations:**

To introduce the topic the teacher made a scheme on the board.



Sue: let's have a party.

Helen: that is a good idea! We will invite lots of people. (They got an idea. Something new.)

Later that day: (Dave and Helen).

Helen: sue and I have decided to have a party we are going to invite lots of people, ( an idea that had been decided before).

**Will:** when we decide to do something at the time of speaking. The speaker has not decided before. The party is a new idea.

**Going to:** when we have already decided to do something. The speaker has already decided to invite lots of people to the party.

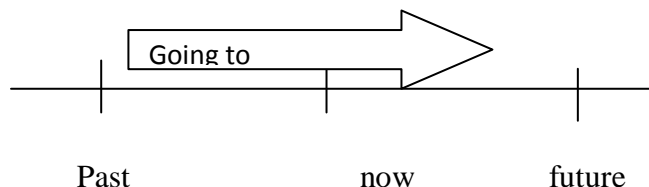
When future has got a present reality. When you see that something is obvious.

**Ex:**

Look! It is going to rain



John is going to fail his math exam. He has not been studying math. He has been watching TV all the time.



After giving those two examples she explained the structure of “**going to future**” to the students.

### **Will: Predictions**

I will probably go out with you tonight.

Then she explained how to make questions about future.

**Ex:** When will you get your tests results?

**Ex:**

- A. George phoned while you were out.
- B. Ok! I will phone him
- C. George phoned while you were out.
- D. I know! I am going to phone him back.

After the explanation she wrote more examples on the board.

Then they opened their book on page 21 to read about the structures of will and going to future.

**Second class:** November 26<sup>th</sup>

**Date:** 26/11/12- Monday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 11<sup>º</sup>A

**Level:** 5

**Teaching aids:** The blackboard.

**Summary:** Will and Going to future.

**Obs:**

She told them that sometimes we use present simple to express future.

The procedures used in the previous class were also used in this class.

**First class:** November 27<sup>th</sup>

**Date:** 27/11/12- Tuesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11<sup>o</sup>E/F

**Level:** 5

**Teaching aids:** The blackboard and the course book.

**Summary:** Previous lesson.

**Observations:**

The teacher asked the students to complete an exercise “A” with “**will**” and “**Going to**” on page 22 of the book.

The teacher wrote some sentences on the board.

**Ex:** I am going to write.

I will answer.

The teacher explained them why the use of will and going to.

**Use will or going to:**

I have decided what to do about the job. I am not going to apply (apply/not) for it.

Hello! Can I speak to Jim, please? Just a moment I will get (get) him.

John: do you want me to take you to the airport? No thanks! Joe is going to take (take) me.

**Second class:** November 27<sup>th</sup>

**Date:** 27/11/12- Tuesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** the course book, the tape/CD player.

**Summary:** Block 1- set 3- listening spot. Activities A and B.

**Obs:**

The teacher asked them to open their book on page 18.

They corrected the exercise orally. The teacher brought a CD player to the class for the students to listen a song of Avril Lavigne “**skater boy**”.

She played the song twice for them to analyze and try to find the missing words.

Then they played bingo together with the teacher.

Then they did correction of homework on the board.

**First class:** November 28<sup>th</sup>

**Date:** 28/11/12- Wednesday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°C/G

**Level:** 5

**Teaching aids:** The blackboard/ the course book.

**Summary:** Getting ready for the test.

**Observations:**

The teacher started the lesson doing revision of the comparative degree of adjectives.

She wrote an exercise on the board for the students to do.

Ex: look at these shoes! They are the coolest (cool) shoes I have ever seen.

My sister became as attractive as (attractive) my cousin Sue.

Are you comfortable? This pillow looks harder than a rock.

**Second class:** November 28<sup>th</sup>

**Date:** 28/11/12- Wednesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** The blackboard/ the course book.

**Summary:** Block 1-set 3. Word spot. Activities A and B.

**Observations:** The teacher started the lesson drawing a word tree on the board related to adjectives that are used to describe people.

General impression	Build	Eyes	Height	Face/skin	Hair
Pretty	Fat	Blue	Tall	Pale	Long

Good looking	Young	Dark	Medium height	Fair	Straight
Handsome	Old	Brown		Brown	Curly
Attractive	Slim	Big		Mole	Plain
	Big	Hazel		Rosy	Dark
	Well build			Freckles	Fair
				Scar	Wavy
					hazel

The last exercise was to describe a boy and a girl on their book. The characters were those of the song “**skater boy**”.

**Third class:** November 28<sup>th</sup>

**Date:** 28/11/12- Wednesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 11<sup>º</sup>A

**Level:** 5

**Teaching aids:** The blackboard/ the course book.

**Summary:** Previous lesson.

**Observations:**

The teacher gave them the same exercises as those given in class E/F.

**First class:** November 30<sup>th</sup>

**Date:** 30/11/12- Friday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** The blackboard and the course book.

**Summary:** Block 1-set 3-talking spot. Describing people-have got.

**Observations:**

Homework correction; Revision of the possessive adjectives: his/her/my/your.

Students made description of two characters presented on the book on page 19.

**Ex:**

Name: Peter Alex

Surname: Johnson

Age: 15

Eyes: dark brown

Hair: black

Build: tall/young

General impression: good looking

The teacher asked them to pick someone in the classroom, describe her/him but without saying her/his name for the other colleagues to guess who the person described was. Then they did exercise B and C.

The teacher explained them about the use of abbreviations.

I have got- I've got

She has got-she's got

I have not got- I haven't got

She has not got- she hasn't got

**Second class:** November 30<sup>th</sup>

**Date:** 30/11/12- Friday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 9ºA

**Level:** 3

**Teaching aids:** The blackboard/ the course book.

**Summary:** Block 1-set 3.talking spot. Describing people- have got.

**Observations:** Same procedures and exercises used in the previous class.

**Second class:** December 04<sup>th</sup>

**Date:** 04/12/12- Tuesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 9ºC

**Level:** 3

**Teaching aids:** The blackboard and the work book.

**Summary:** work book activities. Page 15

**Observations:**

The first exercise was for describing people. The second exercise they did it on their notebooks. They should describe each of the three characters presented on the previous exercise. Then the teacher asked them to describe themselves.

The next exercise was on page 14.

Before they start doing the exercise the teacher gave them homework.



They are supposed to write a text about their typical day based on the quiz they did on page 13.

**First class:** December 05<sup>th</sup>

**Date:** 05/12/12- Wednesday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°C/G

**Level:** 5

**Teaching aids:** the course book and the CD player.

**Summary:** Block 1-set3.Word and listening spot.

**Observations:**

The teacher started the lesson asking the students about travelling. She asked them if they have been in a foreign country.

The teacher played the track twice then she asked them to match the words with the pictures (this exercise was in their course book).

The next exercise was to complete with the words from the previous exercise. They made oral correction.

The last exercise was to choose four items from the list and to make four different sentences.

**Second class:** December 05<sup>th</sup>

**Date:** 05/12/12- Wednesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** the course book.

**Summary:** Writing spot. Correction of homework.

**Observations:**

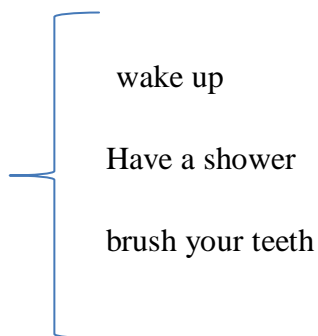
The teacher started the lesson checking students' homework. After that she asked them to open their books on page 17.

The teacher explained the students how to write about a typical day she wrote a model on the board for the students to have an idea.

**Ex:**

1<sup>st</sup> Paragraph

Before going to school



Then they did exercise H and I on their workbooks.

**First class:** December 07<sup>th</sup>

**Date:** 07/12/12- Friday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** The course book.

**Summary:** Checking your progress.

**Observations:**

Homework correction. Students did revision exercises B/C on the book.

Then they did a description exercise.

Then she created another exercise in which she would write five adjectives and each group in the room would be one adjective and the teacher would be like a maestro giving direction to choir.

Then they played bingo using the adjectives used in the previous exercise.

After finishing the lesson the teacher and the students sang two different songs.

**Second class:** December 07<sup>th</sup>

**Date:** 07/12/12- Friday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 9ºA

**Level:** 3

**Teaching aids:** The course book.

**Summary:** Checking your progress.

**Observations:**

The teacher asked them to do the same exercises as those that she asked the other students in 9ºC.

Students did want they were asked for they made correction orally and on the board.

The class was normal without problems with the student

**Practical stage: 10<sup>th</sup> December-01<sup>st</sup> February:**

**Lesson Plan:**

**Date:** 10/12/12- Monday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 11ºA

**Level:** 5

**Teaching aids:** The blackboard and the course book and CD player.

**Summary:** Block 1-set 3-listening spot.

**Objective 1:** Get students attention in the topic that is going to be presented in class.

**Type of activity:** warm-up: ask students about what they know about the character presented in the song (Grace Kelly) and give them some information about her.

**Estimated time:** 5-7 minutes

**Objective 2:** enable the students to use their listening skills for learning new vocabulary.

**Type of activity:** play a song. The first time is just for students to get involved. The second time is for them to try to choose the right words in the lyric.

**Estimated time:** 10-12 minutes

**Aids:** the course book and the CD player.

**Objective 3:** enable the students to practice their knowledge concerning vocabulary in English.

**Type of activity:** matching: the students will match the words with their right meanings.

**Find opposites:** students will try to find the opposite form of the adjectives given.

**Aids:** the blackboard and the course book.

**Estimated time:** 15 minutes

**Objective 4:** check students' ability in recognizing grammar patterns.

**Type of activity:** find patterns: students will read the text and try to find patterns that they are asked to find. Then they will write them on the board.

**Aids:** the course book and the blackboard.

**Estimated time:** 15 minutes

### **Lesson Plan:**

**Date:** 12/12/12- Wednesday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°C/G

**Level:** 5

**Summary:** handing out and correction of the test.

**Objective 1:** handing out of the test:

**Objective 2:** correction of the test.

**First class:** January 07<sup>th</sup>

**Date:** 07/01/13- Monday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11°E/F

**Level:** 5

**Number of students:**

**Teaching aids:** The blackboard, the course book and the students.

**Summary:** To quit or not to quit school.

**Observations:**

The teacher started explaining them what means “to quit”.

To quit- to drop out-stop attending school.

Quitter- she is a quitter. She never finishes anything she starts.

To quit- quitted

She asked the students to think about the advantages and disadvantages about quitting school.

Then she asked the students to think about the reasons and consequences for quitting school.

**Reasons:**

Addiction

Bad grades

**Consequences:**

can't find good jobs

low paid jobs

Those were some examples given by the students.

To finish the class the teacher asked the students to read the text on page 30 at home and answer the questions.

**Second class:** January 07<sup>th</sup>

**Date:** 07/01/13- Monday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 11<sup>º</sup>A

**Level:** 5

**Teaching aids:** The blackboard, the course book and the students.

**Summary:** To quit or not to quit school.

**Observations:** the teacher used the same procedure as in the previous class.

**First class:** January 08<sup>th</sup>

**Date:** 08/01/13- Tuesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11ºE/F

**Level:** 5

**Teaching aids:** The blackboard, the course book and the students.

**Summary:** reading activity. Exercises of comprehension

**Observations:**

The teacher started asking some students to read the text about dropping out of school. There are some students with very good pronunciation.

After reading the teacher asked them to answer the exercises that were homework. Pag30

After correcting the exercises, the teacher started talking with the students about dropping out of school.

After a very little conversation with the students, she wrote an exercise on the board.

(Dropping out) Martha isn't \_\_\_\_\_ of School! She is not a \_\_\_\_\_.

(Sort out) the teacher is \_\_\_\_\_ the problems can you help her?

(Difficult) it is \_\_\_\_\_ to speak German than English.

(Supportive) you like \_\_\_\_\_ his nonsense, don't you?

(Exceptions) those boys are attending the dancing classes \_\_\_\_\_ my son.

(Application) I'm going to \_\_\_\_\_ for a new job.

(Fill) these applications need to be \_\_\_\_\_ now.

(Listen) My teacher is a good \_\_\_\_\_.

The teacher asked them to read the text A and B on page 31 at home and check vocabulary.

**Second class:** January 08<sup>th</sup>

**Date:** 08/01/13- Tuesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** The blackboard, the course book and the students.

**Summary:** Block 2-set 1-reading activity. “Boynton middle school”

**Observations:**

The teacher started dividing the class into groups for reading. She chooses a leader for each group that should go to the board to write the words that they found difficult to pronounce.

**First class:** January 09<sup>th</sup>

**Date:** 09/01/13- Wednesday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°C/G

**Level:** 5

**Teaching aids:** The blackboard, the course book and the students, some drawings.

**Summary:** reading activity- exercises of comprehension.

**Observations:**

The teacher started asking the students how they were feeling that day and asked them to draw on the board a smiley face that describes their mood.

Then she started showing them some smiley face drawings for them to decide which of them combined with their mood.

After that she asked them to open their book on page 31. There were two texts, so the students should choose between A and B.



They worked in pairs and then they discussed about the different texts.

After reading, the texts, they started answering the questions presented on the book.

They corrected the questions orally.

**Second class:** January 09<sup>th</sup>

**Date:** 09/01/13- Wednesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 9°C

**Level:** 3

**Teaching aids:** The blackboard, the course book and the students.

**Summary:** block 2-set 1 .activities A and B

**Observations:**

They started the class with a reading exercise. After the reading, the teacher asked them some questions about their school.

They corrected the homework orally.

Then they corrected the next exercise on the board. (a true or false exercise)

Then the teacher asked to complete the exercise C according to the text.

She asked them to compare the school presented on their book with their own school as homework.

**Third class:** January 09<sup>th</sup>

**Date:** 09/01/13- Wednesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 11ºA

**Level:** 5

**Teaching aids:** The blackboard, the course book and the students.

**Summary:** reading activities.

**Observations:**

The teacher used the same procedure as in the class E/F in the previous day.

But in this class some students refused to read.

### **Lesson Plan: 14/01/13- Monday**

**Class:** E/F

**Grade:** 11

**Level:** 5

**Date:** 14/01/13

**Time:** 10:40

**Duration:** 50 minutes

**Recent work:** speaking activities A, B, and C

**Summary:** expressions for agreement and disagreement. Dialogue.

**Warm-up:** present myself. Refer about the exercises they did in the previous class telling them that they what they will learn is a kind of consolidation of those exercises.

Ask students if they know how to express their opinions when they agree or disagree with a specific topic.

**Objective 1:** make students to be aware of the expressions they can use when expressing agreement and disagreement.

Show them examples on their course book.

**Class organization:** lockstep

**Estimated time:** 20 minutes

**Context:** classroom

**Aids:** blackboard, students, chalk.

**Objective 2:** develop students' imagination to create a dialogue in which they will use the expressions presented. After that students will be asked to read their dialogues in front of the class.

**Class organization:** Pair work.

**Estimated time:** 25 minutes

**Context:** classroom

**Aids:** the course book, the students, notebook.

### **Lesson Plan: 15/01/13- Tuesday**

**Class:** C

**Grade:** 9

**Level:** 3

**Date:** 15/01/13

**Time:** 11:40

**Duration:** 50 minutes

**Recent work:** exercises on page 24.

**Summary:** To Be –Simple Past- exercises.

**Warm-up:** introduce myself. Start asking the students if they know for what we use the past simple of the verb to be.

**Objective 1:**

Enable the students to understand the simple past of the verb to be and how we use it when speaking.

**Context:** classroom

**Type of activity:** present the rules on the board for the students to copy and explain them the rules.

**Class organization:** lockstep

**Aids:** the blackboard, the students, chalk.

**Estimated time:** 15 minutes

**Objective 2:**

Enable the students to use the simple past of the verb to in sentences.

**Context:** classroom

**Estimated time:** 15 minutes

**Type of activity:** complete an exercise using the verb to be in the past.

**Class organization:** individual work

**Aids:** the course book page 24-exercise 1-grammar spot.

**Objective 3:**

Enable the students to produce sentences by their own using their knowledge about the subject presented.

**Estimated time:** 15 minutes

**Context:** classroom

**Type of activity:** students will create 3 different sentences: interrogative, affirmative, and negative form using the simple past of the verb to be.

**Class organization:** individual work

**Aids:** students, blackboard, notebook, chalk.

**First class:** January 16<sup>th</sup>

**Date:** 16/01/13- Wednesday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°C/G

**Level:** 5

**Teaching aids:** the course book, the blackboard and the students.

**Summary:** letter of application. (Continued)

**Observations:**

The teacher started the lesson telling them that it is important to know how to create a letter of application. She asked them names of the newspapers in which they can find job advertisements.

The teacher asked them to read the different paragraphs of the text and analyse each of them.

After that they answered some questions that she gave them the day before on the board.

### **Lesson Plan: 16/01/13- Wednesday**

**Class:** A

**Grade:** 11°

**Level:** 5

**Date:** 16/01/13

**Time:** 11:40

**Duration:** 50 minutes

**Summary:** letter of application. Reading and, analysis.

**Warm-up:** before start analyzing the letter, I will ask the students if they know what a letter of application is.

**Objective 1:**

Have the students' attention to what is meant by a letter of application concerning the announcement presented at the top of the page.

**Context:** classroom

**Type of activity:** read the announcement and check difficult words that the students may not understand.

**Class organization:** lockstep

**Aids:** the blackboard, the students, chalk, course book.

**Estimated time:** 10 minutes

**Objective 2:**

Enable the students to identify different elements that constitute a letter of application.

**Context:** classroom

**Estimated time:** 20 minutes

**Type of activity:** reading aloud (teacher), ask students to identify sentences that correspond to the different parts of the body of the letter. Identify and explain each part of the body of the letter.

**Class organization:** lockstep.

**Aids:** the course book and the students.

**Objective 3:**

Test the reading skills of the students

**Estimated time:** 10 minutes

**Context:** classroom

**Type of activity:** reading activity.

**Class organization:** individual work

**Aids:** students, the course book.

**Objective 4:**

Check students' understanding of the text.

**Estimated time:** 10 minutes

**Context:** classroom

**Type of activity:** comprehension questions.

**Class organization:** individual work

**Aids:** students, the course book, blackboard and notebook.

**Coordination meeting:** Thursday, 17<sup>th</sup>, January, 2013

**Time:** 10:40

**Week:** 21-25 January:

**Grade:** 9

**Level:** 3

**Aids:** spotlight (book and workbook)

**Topics to be taught:**

Block 2 –set 1- word spot: school subjects.

Matching and listening activities

Timetable in English: questions about the timetable.

Block 2-set 1- listening activity

Laura's interview: questions words- matching the answers to the questions. Work book activity.

**Week:** 28<sup>th</sup> January -2th February:

Block 2- set 2- reading spot: school regulations and matching words with pictures.

Reading and comprehension: a text about school life.

Vocabulary presentation.

Questions on the text.

**Lesson Plan:** 23/01/13- Wednesday

**Class:** C/G

**Grade:** 11

**Level:** 5

**Date:** 23/01/13

**Time:** 09:30

**Duration:** 50 minutes

**Summary:** Relative Pronouns. Exercises.

**Warm-up:** To introduce the topic, I will ask the students if they know what relative pronouns are and if they can give some examples of relative pronouns.

**Terminal objective:** to teach students how to use relative pronouns.

**Enabling objectives:**

**Objective 1:**

Make the students to be aware of what relative pronouns are and how we use them.

**Context:** classroom

**Type of activity:** write the relative pronouns on the board with the rule that we use when using them.

**Class organization:** lockstep



**Aids:** the blackboard, the students, chalk.

**Estimated time:** 12 minutes

**Objective 2:**

Enable the students to practice in order to understand better the structures.

**Context:** classroom

**Estimated time:** 10 minutes

**Type of activity:** multiple-choice- exercise A- page 40.

**Class organization:** individual work

**Aids:** the course book page 40-exercise A, notebook and the students.

**Objective 3:**

Check students' understanding about the relatives presented

**Estimated time:** 20 minutes

**Context:** classroom

**Type of activity:** sentence construction and fill in the gaps.

**Class organization:** individual work

**Aids:** students, blackboard, notebook, chalk.

**Lesson Plan:** 25/01/13- Friday

**Class:** A

**Grade:** 9

**Level:** 3

**Date:** 25/01/13

**Time:** 11:40

**Duration:** 50 minutes

**Summary:** block 2/set 1. Word- Spot.

**Warm-up:** introduce myself and tell them a little about me.

**Terminal objective:** Make students to practice their speaking skills doing exercises orally.

**Enabling objectives:**

**Objective 1:**

Enable students to recognize the subject names through the pictures presented on their books.

**Context:** classroom

**Type of activity:** matching pictures with the subject names. Exercise A. page 25.

**Class organization:** lockstep

**Aids:** the blackboard, the students, the course book/page 25-exercise A.

**Estimated time:** 10 minutes

**Objective 2:**

Enable the students remember the subjects they have at school and to create a timetable in English.

**Context:** classroom

**Estimated time:** 15 minutes

**Type of activity:** exercise B/page 26. Remember the day of the week and write the names of the subjects and other activities you do in the diary.

**Class organization:** individual work

**Aids:** the course book page 26 exercise B, notebook and the students.

**Objective 3:**

Enable students to practice their speaking skills.

**Estimated time:** 20 minutes

**Context:** classroom

**Type of activity:** speaking activity- question/answer oral exercise.

**Class organization:** lockstep.

**Aids:** students.

**Obs:** after that exercise, there was time enough to do another exercise so I decided to ask them to do an exercise on their work book. Page16.

### **Lesson Plan:** 28/01/13- Monday

**Class:** 11ºE/F

**Level:** 5

**Date:** 28/01/13

**Time:** 10:40

**Duration:** 50 minutes

**Summary:** relative pronouns consolidation.

**Warm-up:** remember students about what they've studied in the last class and then introduce the other relatives to conclude the topic.

**Terminal objective:** to teach students the different relative pronouns and make them to learn how to use them.

**Enabling objectives:**

**Objective 1:**

Enable students to be aware of the other relatives: where/when/whose and whom and be able to use them.

**Context:** classroom

**Type of activity:** present the relatives and the rules for using them.

**Class organization:** lockstep

**Aids:** the blackboard, the students.

**Estimated time:** 15minutes

**Objective 2:**

Enable the students to practice what they've learnt.

**Context:** classroom

**Estimated time:** 10 minutes

**Type of activity:** fill in the gaps.

**Class organization:** individual work

**Aids:** blackboard, students, chalk and notebook.

**Objective 3:**

Enable students to use their knowledge to construct sentences.

**Estimated time:** 12 minutes

**Context:** classroom

**Type of activity:** sentence construction.

**Class organization:** individual work.

**Aids:** students, blackboard and notebook.

**Objective 4:**

Enable students to produce by their own.

**Estimated time:** 12 minutes

**Context:** classroom

**Type of activity:** sentence creation.

**Class organization:** individual work.

**Aids:** students, blackboard and notebook.

**Lesson Plan:** 30/01/13- Wednesday

**Class:** A

**Grade:** 11

**Level:** 5

**Date:** 30/01/13

**Time:** 11:40

**Duration:** 50 minutes

**Summary:** Preparation for the written test.

**Warm-up:** remember the students the date of the test and tell them what they need to prepare for the test.

**Terminal objective:** Prepare students for the written test.

**Enabling objectives:**

**Objective 1:**

Enable students to practice grammar structures and lexical patterns.

**Context:** classroom

**Type of activity:** fill in the gaps transforming nouns in verbs or in adjectives.

**Class organization:** individual work and lockstep for correction.

**Aids:** the blackboard, the students, notebooks.

**Estimated time:** 11 minutes

**Objective 2:**

Enable the students to remember and practice the relative pronouns.

**Context:** classroom

**Estimated time:** 30 minutes

**Type of activity:** multiple-choice activity using relatives. Matching- exercise.

**Class organization:** individual work and lockstep for correction.

**Aids:** the blackboard, chalk, notebooks and students.

**Lesson Plan:** 01/02/13- Friday

**Class:** 9°C

**Level:** 3

**Date:** 01/02/13

**Time:** 10:40

**Duration:** 50 minutes

**Summary:** Preparation for the written test.

**Warm-up:** remember the students the date of the test and tell them what they need to prepare for the test.

**Terminal objective:** Prepare students for the written test.

**Enabling objectives:**

**Objective 1:**

Enable students to practice their knowledge about prepositions of time.

**Context:** classroom

**Type of activity:** fill in the gaps with prepositions of time.

**Class organization:** individual work and lockstep for correction.

**Aids:** the blackboard, the students, notebooks.

**Estimated time:** 15 minutes

**Objective 2:**

Enable the students to remember and practice the Simple Past of the verb “to be”.

**Context:** classroom

**Estimated time:** 30 minutes

**Type of activity:** multiple-choice activity using the verb to be in the simple past.

**Class organization:** individual work and lockstep for correction.

**Aids:** the blackboard, chalk, notebooks and students.

Obs: the last five minutes students will do a description activity.

**Observation stage:** 19<sup>th</sup> February

**Tutor:** Prof. Guilherme Lima

**First class:** February 19<sup>th</sup>

**Date:** 19/02/13- Tuesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11°F/G

**Level:** 3

**Teaching aids:** blackboard

**Summary:** Preparation for the written test.

**Observations:**

We introduced ourselves. The teacher told the students the topics they needed to study for the test.

Ex: Past perfect; relative pronouns and family.

The teacher remembered the students how to the past participle of regular verbs. Then he gave them some exercises for them to practice.

Ex: **filling the gaps using verbs in brackets in the past perfect:**

Jennifer had already gone (already/go) away when I arrived.

**Filling gaps with relative pronouns: who/whom/which/what/where/whose.**

Ex: Peter is the guy who broke the window.

The last exercise was for them to speak about family members.

Ex: your brother's daughter is your niece.

**Second class:** February 19<sup>th</sup>

**Date:** 19/02/13- Tuesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 12°E/F

**Level:** 4

**Teaching aids:** blackboard, the course book (frontrunner-students book 3/section 7 exercise 1 and 2) and the CD-player.

**Summary:** infinitive of purpose- listening and speaking activities.

**Observations:** the teacher corrected the exercises on the board. The last exercise they would about things that they would really like to have or places they would really like to visit.

**First class:** February 22<sup>nd</sup>



**Date:** 22/02/13- Friday

**Time:** 07:30

**Duration:** 50 minutes

**Class:** 12ºB/C

**Level:** 4

**Teaching aids:** blackboard, the course book (frontrunner-students book 3/section 7 exercise 1 and 2) and the CD-player.

**Summary:** infinitive of purpose- listening and speaking activities.

**Observations:** the same procedures and exercises as in class 12ºE/F.

**Second class:** February 22<sup>nd</sup>

**Date:** 22/02/13- Friday

**Time:** 08:30

**Duration:** 50 minutes

**Class:** 11ºB/D

**Level:** 3

**Teaching aids:** blackboard.

**Summary:** animals and characteristics (continued)

**Observations:** the first exercise was a talking exercise in pairs.

Ex: which animal do you think you are similar to?

What are your positive characteristics?

What are your positive characteristics?

Students discussed in pairs and then they would write the description on the board.

Then the teacher gave them some examples of adjectives that they could use to describe each other psychologically. Ex: polite, indiscrete, coward, timid, talkative, brave and caring.

**Third class:** February 22<sup>nd</sup>

**Date:** 22/02/13- Friday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°F/G

**Level:** 3

**Teaching aids:** blackboard and the course book.

**Summary:** animals and characteristics –presentation.

**Observations:**

The teacher explained the differences between the connotations some animals in Cape Verde and in China. He encouraged the students to speak in English. He gave them some adjectives with their opposites in a table for them to fulfill.

Ex:

**Opposites:**

Negative	Positive
Unlucky	
Cold	Friendly, loving
Dishonest	
Impatient	
Dull	Creative, talented

**First class:** February 26<sup>th</sup>

**Date:** 26/02/13- Tuesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11°F/G

**Level:** 3

**Teaching aids:** blackboard

**Summary:** correcting and handing out the written test.

**Observations:** the teacher congratulated the students because of their good grades. The students did correction on the board.

**Second class:** February 26<sup>th</sup>

**Date:** 26/02/13- Tuesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 12°E/F

**Level:** 4

**Teaching aids:** blackboard

**Summary:** correcting and handing out the written test.

**Observations:** the teacher congratulated the students because of their good grades. The students did correction on the board.

**First class:** February 27<sup>th</sup>

**Date:** 27/02/13- Wednesday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°F/G

**Level:** 3

**Teaching aids:** blackboard

**Summary:** Josh-writing questions.

**Observations:**

The teacher told the students that they will learn how to make questions using the answers.

They did exercise A-page 41. They correct it on the board.

Then the teacher played the exercise on the CD player. After that they did reading in pairs.

To finish the class the teacher presented some vocabulary.

Ex: I thought he knew everything.

To think: thought-thought-pensar, achar.

The last exercise was for the students to scan the regular and irregular verbs in the text.

**First class:** March 1<sup>st</sup>

**Date:** 01/03/13-Friday

**Time:** 07:30

**Duration:** 50 minutes

**Class:** 12°B/C

**Level:** 4

**Summary:** correcting and handing out of the written test.

**Observations:** the same as in class 12°E/F. (26/02/13)

**Second class:** March 1<sup>st</sup>

**Date:** 01/03/13-Friday

**Time:** 08:30

**Duration:** 50 minutes

**Class:** 11ºB/D

**Level:** 3

**Summary:** block 3/set 3-reading spot

**Observations:**

First the teacher played the text on the CD player for students to become familiar with pronunciation of the words. Then he presented some vocabulary.

After that he drew a diagram on the board for the students to complete with information about the characters of the text.

He asked the students to do activities B and C at home.

**Third class:** March 1<sup>st</sup>

**Date:** 01/03/13-Friday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11ºF/G

**Level:** 3

**Summary:** Peter Hatcher's poem-listening and comprehension.

**Observations:**

Page 42- students worked in pairs to write a short paragraph about their brothers and sisters. After having finished the paragraph some students went to the board to write for the other students to see.

After that they listened the audio version of the text as in class 11°B/D, the teacher presented the vocabulary and gave them the same homework as in 11°B/D.

**First class:** March 5<sup>th</sup>

**Date:** 05/03/13-Tuesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11°F/G

**Level:** 3

**Summary:** Peter Hatcher's poem. Activities C and D. Jobs –presentation.

**Observations:** teacher started the lesson writing exercise C (from students 'book) on the board for students to complete.

Ex: His parents aren't his biggest problem.

After correcting the exercise students did exercise D (answering questions). The last exercise was a word spot.

**Second class:** March 5<sup>th</sup>

**Date:** 05/03/13-Tuesday

**Time:** 11:40

**Duration:** 50 minutes

**Class:** 12°E/F

**Level:** 4

**Summary:** conclusion of the previous lesson. Passive- voice; introduction.

**Observations:** To start the lesson, the teacher corrected the last exercise they did on the previous lesson. (a relative pronoun exercise).

Ex: what's the name of the program (that) we're listening to?

After that the teacher introduced the Passive voice, reminding the students the structure of the Passive voice.

Ex: **Be + Past. Participle**

The teacher drew a small table on the board for them to remember the past simple of the verb to be.

Then he gave them examples of active and passive sentences for the different verb tenses.

Ex: **Present Simple:** Peter writes a letter. (Active).

A letter is written by Peter.(passive).

**Present continuous:** Eileen is writing a poem.

A poem is being written by Eileen.

**Past simple:** Paul ate two biscuits.

Two biscuits were eaten by Paul.

**Present perfect:** Mary has produced a new album.

A new album has been produced by Mary.

**Future:** John will buy a new car.

A new car will be bought by John.

After giving them the examples for all the tenses, the teacher gave them an exercise for them to transform active sentences into passive sentences.

Ex: My grandmother paints cards.

Cards are painted by my grandmother.

**First class:** March 6<sup>th</sup>

**Date:** 06/03/13-Wednesday

**Time:** 09:30

**Duration:** 50 minutes

**Class:** 11°F/G

**Level:** 3

**Summary:** The Passive Voice. Introduction.

**Observations:** The teacher introduced the present and the past simple for the passive voice.

Then that he asked students to open their books on page 55 and they would find the rules of how to form the passive voice. Next they did the 1<sup>st</sup> exercise. (Complete the table with the missing forms). After that they did exercise C on page 56 (fill the gaps with passive voice/past simple of the verbs in brackets).

The last exercise was on the board. Present or Past passive.

Ex: Tom delivers newspapers.

Newspapers are delivered by Tom.

Eileen broke the window.

The window was broken by Eileen.

**Lesson plan:** 12/03/13

**Class:** 11°F/G

**Level:** 3

**Date:** 12/03/13

**Time:** 10:40

**Duration:** 50 minutes

**Summary:** I'm a TV reporter. Reading, comprehension activity.

**Warm-up:** introduce myself. Introduce the topic (the text we are going to study).



**Objective 1:** enable students to develop their listening skills to understand new vocabulary.

**Type of activity:** first reading. To get students' attention and check vocabulary

**Class organization:** lockstep

**Aids:** the blackboard, the students, chalk and the course book.

**Estimated time:** 10 minutes

**Objective 2:**

Enable the students to develop their reading skills.

**Estimated time:** 15 minutes

**Type of activity:** second reading- students will read the different paragraphs of the text.

**Class organization:** individual work

**Aids:** the course book and the students.

**Objective 3:**

Enable the students to develop their understanding of texts.

**Estimated time:** 12 minutes

**Type of activity:** first exercise of the book;" in which paragraph from the text does skyler speak about?"

**Class organization:** individual work

**Aids:** students, blackboard, notebook, chalk and the course book.

To finish the lesson, talk a little with the students about jobs and careers and ask them what they want to become in the future.

If there is time, they can start doing second exercise.

**Lesson plan: 20/03/13**

**Class:** 11°F/G

**Level:** 3

**Date:** 20/03/13

**Time:** 09:30

**Duration:** 50 minutes

**Summary:** handing out and correction of the written test.

**First class:** April 30<sup>th</sup>

**Date:** 30/04/13-Tuesday

**Time:** 10:40

**Duration:** 50 minutes

**Class:** 11°F/G

**Level:** 3

**Summary:** Preparation for the written test.

**Observations:**

This class was supposed to be taught by the trainee Yara Tavares but the instructor changed it and he did preparation for the test. The teacher presented the topic that the students needed to study and gave them some exercises. They did exercises with modals/ passive voice and relative pronouns.

At the end the trainee did a mimic game with the students.

### **Lesson plan: 30/04/13**

**Class:** 12ºE/F

**Level:** 3

**Date:** 30/04/13

**Time:** 11:40

**Duration:** 50 minutes

**Summary:** Teenagers and drugs. Reading and comprehension exercise. Mini- quiz about smoking habits.

**Warm-up:** introduce myself. Ask students some questions related to the topic I will present.  
(3-5 minutes)

**Objective 1:** Practice students' reading skills to understand a specific topic.

**Type of activity:** reading aloud individually.

Vocabulary presentation.

**Estimated time:** 15minutes

**Objective 2:** Check students' understanding of the texts.

**Type of activity:** 3 exercise (1-find evidences on the texts; 2- true or false; 3- answer questions.)

**Estimated time:** 15 minutes

**Objective 3:** Practice reading in silence for a specific purpose.

**Type of activity:** quiz about smoking habits.

## **Conclusion:**

Doing this work was very rewarding for me because I could be in real contact with the students and get myself prepared for what future holds for me.

I learnt to motivate my students, to socialize with them, work in group, and socialize with the other teachers.

I also learnt to observe not only students 'problems but also the school's problems.

The conclusion I have is that this school is a very good school, with very good teachers and also very good students but in a way I think that it needs some improvements.

The physical conditions of the classrooms could be better, for example the tables and chairs are in bad conditions, so it would be a very good idea to substitute the old furniture for new ones. This would be certainly a way to motivate students to attend classes because they would feel more comfortable. The windows are old too, so they need to be substituted, because in a way they are dangerous for the students and teachers and also disturb the classes with the noise they make when it is windy.

And I think that the headmaster should start thinking about how to invest in new technology for the school. An English laboratory for example is an idea that should be implemented to help students develop their skills in foreign languages, the school should also provide material not only for the teachers but give the students a chance to be in contact with the materials that are related to the subject they are studying, in this case English. Materials such as dictionaries and grammars should be available for the students too.

This would be a very useful and important factor that certainly would increase the number of success at school.

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# Annexes:

## 25 Jobs

LANGUAGE	'Jobs' vocabulary area (for example, postman, dentist, waiter).
TECHNIQUE	Listen and guess.
MATERIALS	The short descriptions of jobs below.
PREPARATION	You might want to adapt, or add to, the descriptions.
TIME GUIDE	30 minutes.

### Warm-up

- 1 Write up the following words on the board:

*delivers uniform cap  
apron scissors needle  
drives makes uses coat*

Ask the learners to divide them into these three groups:

things we do  
things we use  
things we wear

- 2 Explain any unfamiliar words. Then ask the class what they think the listening text will be about.

### Listen and guess

- 3 Tell the learners to write the numbers 1 to 6. Tell them you are going to describe six jobs without mentioning the names of the jobs. They must guess the jobs you are describing.
- 4 Read the six descriptions. Tell the learners just to listen and not to write anything for the moment.

Number one. He wears a uniform and drives a van or rides a bicycle. He gets up very early in the morning to deliver letters to people's houses.

Number two. You go and see this person when you have toothache. He or she wears a white coat and uses a drill.

Number three. This person brings you food and drink when you are in a restaurant.

Number four. She wears a uniform and works in a hospital. She cares for people when they are ill.

Number five. He makes clothes for men. He has a shop where he sells the clothes.

Number six. He wears a white coat and sometimes a white hat. He makes bread and cakes and sells them in a shop.

Follow-up

# Jobs 25

- 5 Read the descriptions again. This time, the learners should write down the names of the jobs.
- 6 Repeat the descriptions once more. Tell the learners to check their answers in pairs.
- 7 Ask for volunteers to come and write the answers on the board (1 postman; 2 dentist; 3 waiter/waitress; 4 nurse; 5 tailor; 6 baker).

## Follow-up

Get the learners to make their own descriptions of jobs. Put these substitution tables on the board to help them:

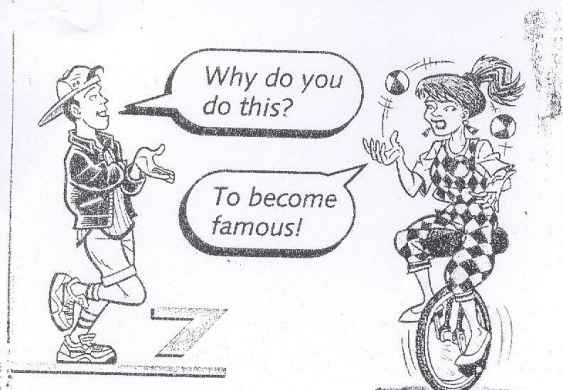
He	works	indoors.
She		outdoors.

He	wears	smart clothes.
She		a uniform.
		a white coat.

He	mends	_____.
She	makes	
	sells	
	grows	
	looks after	

They should think of a job and choose words from the framework to describe it. Ask individual learners to read out their descriptions and get other learners to guess the job.





**A** Cut the pack into four equal piles and put them on the table from left to right.

**B** Before you start, put the aces on the top of the pack.

**C** Turn the top cards over.

**D** Move the top cards from the three piles without aces several times.

**E** Move the three top cards from the pile on the right. Take one at a time.

- 1**  
Listen to a magician teaching Ben a card trick. Number the pictures in the correct order.

EXAMPLE: B = 1

- 2**  
Listen again. Match these sequence markers *first, finally, next, then* with the instructions in exercise 1.

EXAMPLE: A = first

- 3**  
a) Match each instruction in exercise 1 with its purpose. Write sentences if you can.

- to confuse people
- to get an ace on top of each pile
- to show people the aces
- to keep the aces on the pile on your right
- to have them ready for the trick

EXAMPLE: *Before you start, put the aces on top of the pack to have them ready for the trick.*

- b) Listen again and check your sentences.

- 4**  
Talk about five things you would really like to have or places you would really like to visit. Say why, like this:

*I'd really like to have a camcorder to video my brother when he's being silly.*

- 5** Think about writing  
a) In what order are the words *then, next, first, finally* used?  
b) Write a paragraph about Ben and the card trick. Use sequence markers and explain the purpose of each step. Start like this:

*First, Ben cut the pack into four equal piles.*

Grammar check 3: Infinitive of purpose





### Human rights in Cape Verde

The government generally respected the human rights of its citizens; however, there were problems in some areas. Despite Government efforts to control beatings by police officers, there continued to be reports of police abuse. Prison conditions are poor. The judicial system is overburdened with lengthy trial delays. Violence and discrimination against woman and mistreatment of children continued to be serious problems. Although the government supported legislation to stop these problems, it failed to adopt, implement, and enforce policies designed to address the most critical challenges. (...)

The constitution provides for freedom of speech and of the press and the Government generally respects these rights in practice (...) However, in previous years, there were reports in which people in the media who didn't agree with the government and ruling party were transferred, fired or subjected to other disciplinary actions.

The constitution prohibits discrimination based on race, sex, religion, disability, language, or social status. (...)

Domestic violence against women, including wife beating, remains common. The government and civil society encourages women to report criminal offences such as rape and spousal abuse to the police. However, longstanding social and cultural values restrain victims from doing so and according to the media, such reports remain rare. Nevertheless, such reports to the police increased during the year, and the media continued to report their occurrence as well. Violence against women has been the subject of extensive public service media coverage in both government and opposition-controlled media (...)

The constitution prevents discrimination against women in inheritance, family, and custody matters; however, largely, because of illiteracy, most women are unaware of their rights. For example, some women are pressured to sign judicial agreements that damage their statutory inheritance rights.

In July 2000, a group of female attorneys formed the Women Jurists Association, an association whose purpose is to provide free legal assistance to women throughout the country suffering from social abuse (both violence and discrimination) and spousal abuse. (...)

Child abuse and mistreatment, sexual violence against children, and juvenile prostitution are problems, made worse by chronic poverty, large unplanned families, and traditionally high levels of emigration of adult men. The media reported cases of sexual abuse against children and adolescents. The inefficiencies of the judicial system made it difficult for government institutions to solve the problem.

There is no discrimination against people with disabilities in employment and education; however, although the constitution mandates "special protection" for the aged and people with disabilities, the Government does not require access to public buildings or services for people with disabilities. (...)

There are no establishment minimum rates in the private sector. Large urban private employers link their minimum wages to those paid to civil servants. For and entry-level worker, this wage is approximately \$120 (9.600 Cape Verdean escudos) per month. The majority of jobs pay insufficient wages to provide a worker and family with decent standard of living; most workers also rely on second jobs, extended help, and subsistence agriculture. (...)

There is no legal provision for workers to remove themselves from unsafe working conditions without their jobs. (...)

TRUE or FALSE? Correct the FALSE ones.

- a.) There are no reports of police abuse.
- b.) The judicial system functions always on time.
- c.) Everyone generally has the right to express freely.
- d.) The constitution discriminates against race, sex, religion, disability, language, or social status.
- e.) Marital status is generally reported to the police.
- f.) Cultural values lead the victims of rape to report their situation to the police.
- g.) Women are not given equal pay at work.
- h.) The Constitution entitles men and women to equal rights regarding inheritance, family, and custody matters.
- i.) Concerning child abuse, the judicial system and the Government are very efficient.
- j.) Although old and disabled people are not discriminated against, the Government does not protect them.
- k.) The majority of people in Cape Verde earn money enough to provide a good standard of living.

Complete the sentences using the vocabulary below.

discrimination	prevents	beating	self-censorship	illiterate
report	violence	restrained	employment	women
				equality

- a.) The police unfortunately keep on \_\_\_\_\_ the prisoners in Cape Verde.
- b.) \_\_\_\_\_ against women must be fought in order to have a fair world.
- c.) We hope that in the future, differently from the past, there will be no \_\_\_\_\_ of media.
- d.) If people didn't feel ashamed of being raped, they would \_\_\_\_\_ to the authorities every case of sexual abuse.
- e.) Due to Cape-Verdean cultural values, men still use \_\_\_\_\_ against women.
- f.) Women Jurists Association fights for \_\_\_\_\_'s rights.
- g.) The Constitution \_\_\_\_\_ child abuse.
- h.) Victims of violence feel \_\_\_\_\_ from reporting their situation to the police due to longstanding social values.
- i.) The Constitution provides for complete \_\_\_\_\_.
- j.) Many people are not aware of their rights because they are \_\_\_\_\_.
- k.) The Human Rights Declaration defends \_\_\_\_\_ for everybody.



Teacher's Sign. _____	Student Aval. _____	
20012/13	Ludgero Lima High School English Test	9 <sup>th</sup> Grade-2 <sup>nd</sup> test
Name: _____ n <sup>o</sup> _____ Class: _____ Grade: _____		

### Test A

#### A day in the life of an English girl

Paige wakes up at 7 every day. Her bedroom is painted pink, her favourite color.  
She likes to watch TV while her parents are still asleep.



"I get up before everyone else and help myself to a drink, because I can't wait to start the day. I play with my hamster, Hamish. Then I prepare breakfast for myself and for Sarah, my sister. We eat cereals and toast with peanut butter and sometimes drink orange squash. After breakfast I brush my teeth before I get dressed.

We usually walk to school. If it's raining we go to school by car. At school everything is fun. I love drawing. My kitchen wall is covered with the pictures I make at school. Mum likes them. In the afternoon I clean my hamster's cage.

I like taking care of Hamish, but I hate carrying my toys and clothes back up to my bedroom.

My favourite meal is roast meat or chicken with roast potatoes, vegetables and gravy. I also like pasta with tuna fish, fish fingers or salads. I don't like soup very much. When I invite school friends' home for tea, we have chocolate biscuits Hmmmmm!

My dream is to be a vet and have a horse of my own. I want to fly around the world to see different people in faraway places."

#### A-Answer the questions based on the text:

1-What's Paige's favourite color?

\_\_\_\_\_

2- When does she like to watch TV?

\_\_\_\_\_

3- What does Paige do after playing with her pet?

\_\_\_\_\_

4-How often do Paige and her sister drink orange squash?

\_\_\_\_\_

5-Does Paige ever go to school by car? When is it?

\_\_\_\_\_

**B- Choose the right options:**

- 1- Paige \_\_\_\_\_ wakes up early  
a) always    b) never    c) usually
- 2- Paige watches TV \_\_\_\_\_ her parents are sleeping.  
a) After    b) before    c) during
- 3- Paige brushes her teeth \_\_\_\_\_ she puts on her clothes.  
a) While    b) after    c) before
- 4- Her kitchen is covered with \_\_\_\_\_  
a) drawings    b) pink papers    c) toys

**C-Order Paige's activities according to the text sequence:**

- a) \_\_\_\_\_ Paige watches TV
- b) \_\_\_\_\_ Paige walks to school
- c) \_\_\_\_\_ Paige cleans her pet
- d) \_\_\_\_\_ Paige carries the toys to the bedroom
- e) \_\_\_\_\_ Paige has classes
- f) \_\_\_\_\_ Paige wakes up
- g) \_\_\_\_\_ Paige has breakfast with Sarah
- h) \_\_\_\_\_ Paige plays with her pet
- i) \_\_\_\_\_ Paige has a drink

**D- Complete the exercises using simple present of the verbs in brackets:**

- 1- Paige (sleep/not) \_\_\_\_\_ late at night.
- 2- She (have got) \_\_\_\_\_ a nice sister. Her sister's name (be) \_\_\_\_\_ Sarah.
- 3- I (watch) \_\_\_\_\_ TV everyday but I (watch/not) \_\_\_\_\_ the news.
- 4- These students (play) \_\_\_\_\_ basketball during the school breaks.
- 5- \_\_\_\_\_ (Paige/like) to play basketball? Yes, she \_\_\_\_\_.

**E- Build sentences using simple present or have got:**

- 1- house / Sarah / modern / a  
\_\_\_\_\_
- 2- long / brown / hair / Paige / eyes / and / blue  
\_\_\_\_\_
- 3- Paige / student / good / but / Sarah / not / student / good / a  
\_\_\_\_\_
- 4- Their / not / mother / home / at / Sundays / on  
\_\_\_\_\_

Test A

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

**F- Underline the best answers indefinite article:**

- 1- There's ( **a** / **an** ) uniform on the table
- 2- I've got ( **an** / **a** ) Ostrich. It's ( **a** / **an** ) African big bird.
- 3- My teacher has got ( **a** / **an** ) European map on her office's wall. It's ( **a** / **an** ) big map.

**G- Rewrite the following sentences by placing the adverbs of frequency:**

- 1- Paige doesn't go to the church on Saturdays ( **usually** )  
\_\_\_\_\_
- 2- Sarah and Paige are ready for school on Fridays ( **never** )  
\_\_\_\_\_
- 3- Do you travel abroad during the holidays? ( **often** )  
\_\_\_\_\_

Test A

Name: \_\_\_\_\_ nº \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_

H- Write few lines about your daily routine.

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## LICEU LUDGERO LIMA ENGLISH WRITTEN TEST

Name	Number	Class
Date	Evaluation	Teacher

### I'm tall for my age

My name's Clare. I'm fifteen. I'm tall for my age. I'm glad about that. But I've got freckles all over my face and arms. I'm not glad about that!

We live in an old house in a suburb of Nottingham. I've got a brother. His name's Andrew. He's older than me. I get on with him but he teases me a lot. And when I argue with my younger sister, Nicola, he usually takes her side. It isn't fair!

My dad's an architect. He works in an office in the centre of Nottingham. He's very forgetful. He can never remember the names of my friends. And he's got one habit which really annoys me. He sings a lot - not just in the bathroom, but all over the house. And he's got a terrible voice! But I can always get what I want from my dad. I just wait till he's in a good mood.



My mum works in a bank. She often complains because I can't keep my room tidy. And she doesn't like the music I play. 'Turn it down,' she always says, 'I'm trying to talk to your father,' or 'I'm watching this programme.' But she's usually quite kind to me. She picks me up from parties in the car. My dad's always too tired. And I can talk to my mum - she's just like a friend to me!

### A – Are the following sentences TRUE or FALSE? Correct the false ones.

1. Clare's dad sings very well.

---

2. Her room is always tidy.

---

3. She never argues with Nicola.

---

4. Andrew usually takes Clare's side.

---

5. Clare always gets what she wants from her dad.

---

### B – Answer the following questions on the text:

1. What has Clare got all over her face and arms?

---



2. What does her father do?

\_\_\_\_\_

3. Where does her mother work?

-B-

\_\_\_\_\_

4. Has her father got any bad habits? Justify your answer.

\_\_\_\_\_

\_\_\_\_\_

5. What can't her father ever remember?

\_\_\_\_\_

6. Does her father pick her up from parties? Why / Why not?

\_\_\_\_\_

\_\_\_\_\_

**C – Go back to the text and find a word or expression which means the same as:**

1. Happy (paragraph 1) \_\_\_\_\_

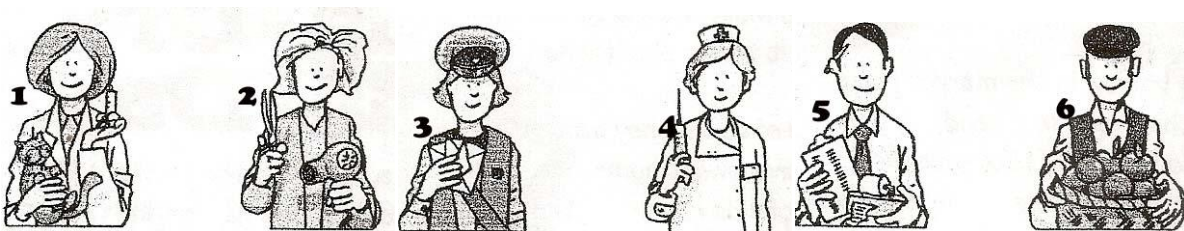
2. The outer area of a town. (paragraph 2) \_\_\_\_\_

3. Someone who designs buildings (paragraph 3) \_\_\_\_\_

4. Awful (paragraph 3) \_\_\_\_\_

5. Good (paragraph 4) \_\_\_\_\_

**D – What are their jobs?**



1.	4.
2.	5.
3.	6.

**E - Fill in the blanks with the right relative pronoun.**

who	whom	what	which	where	whose
-----	------	------	-------	-------	-------

1. Clare \_\_\_\_\_ house is very modern, lives in Brighton.
2. Her house is near a park \_\_\_\_\_ there is a beautiful lake.
3. The new house \_\_\_\_\_ Claire saw yesterday is very nice.
4. The girl with \_\_\_\_\_ Clare shares her bedroom is her younger sister.
5. She didn't understand \_\_\_\_\_ the Maths teacher told her father.
6. I don't know the actress \_\_\_\_\_ lives next door.

**F – Fill in the gaps with the right family word.**

-B-

**Ex.: Your mum's sister is your aunt.**

1. Your dad's wife is your \_\_\_\_\_
2. Your father's mother is your \_\_\_\_\_
3. Your mum's son is your \_\_\_\_\_
4. Your brother's son is your \_\_\_\_\_
5. Your sister's husband is your \_\_\_\_\_

**G – Rewrite in the passive**

1. Clare paints postcards.  
\_\_\_\_\_
2. Clare's father painted a building.  
\_\_\_\_\_
3. Her mum wrote two books.  
\_\_\_\_\_
4. Her brother helps a poor student.  
\_\_\_\_\_

**H – Talk to Clare.**

You: \_\_\_\_\_

Clare: I'm fifteen years old.

You: \_\_\_\_\_

Clare: I live in Nottingham.

You: \_\_\_\_\_

Clare: I have got a brother and a sister.

You: \_\_\_\_\_

Clare: My brother? Yes, I get on with him but he teases me a lot.

You: \_\_\_\_\_

Clare: No, my mother is not my biggest problem.

*Have a good test!*

*Guilherme Lima*

**LICEU LUDGERO LIMA  
ENGLISH WRITTEN TEST**



<b>Name</b>	<b>Number</b>	<b>Class</b>
<b>Date</b>	<b>Evaluation</b>	<b>Teacher</b>

**I'm tall for my age**

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**A – Are the following sentences TRUE or FALSE? Correct the false ones.**

6. Clare's dad sings very well.

\_\_\_\_\_

7. Her room is always tidy.

\_\_\_\_\_

8. She never argues with Nicola.

\_\_\_\_\_

9. Andrew usually takes Clare's side.

\_\_\_\_\_

10. Clare always gets what she wants from her dad.

\_\_\_\_\_

**B – Answer the following questions on the text:**

7. What has Clare got all over her face and arms?

\_\_\_\_\_

8. What does her father do?

\_\_\_\_\_

9. Where does he work?

\_\_\_\_\_

10. Has he got any bad habits? Justify your answer.

\_\_\_\_\_

\_\_\_\_\_

11. What can't her father ever remember?

\_\_\_\_\_

12. Does her father pick her up from parties? Why / Why not?

\_\_\_\_\_

\_\_\_\_\_

**C – Go back to the text and find a word or expression which means the same as:**

6. Happy (paragraph 1) \_\_\_\_\_

7. The outer area of a town. (paragraph 2) \_\_\_\_\_

8. Someone who designs buildings (paragraph 3) \_\_\_\_\_

9. Awful (paragraph 3) \_\_\_\_\_

10. Good (paragraph 4) \_\_\_\_\_



**D – What are their jobs?**

1.	4.
2.	5.
3.	6.

**E - Fill in the blanks with the right relative pronoun.**

<b>who</b>	<b>whom</b>	<b>what</b>	<b>which</b>	<b>where</b>	<b>whose</b>
------------	-------------	-------------	--------------	--------------	--------------

7. Clare\_\_\_\_\_ house is very modern, lives in Brighton.
8. Her house is near a park\_\_\_\_\_there is a beautiful lake.
9. The new house\_\_\_\_\_ Claire saw yesterday is very nice.
10. The girl with\_\_\_\_\_Clare shares her bedroom is her younger sister.
11. She didn't understand \_\_\_\_\_ the Maths teacher told her father.
12. I don't know the actress \_\_\_\_\_ lives next door.

<b>Name</b>	<b>Number</b>	<b>Class</b>
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**F – Fill in the gaps with the right family word.**

**Ex.: Your mum's son is your brother**

6. Your mum's sister is your \_\_\_\_\_
7. Your brother's son is your \_\_\_\_\_
8. Your father's mother is your \_\_\_\_\_
9. Your sister's husband is your \_\_\_\_\_
10. Your dad's wife is your \_\_\_\_\_

**G – Rewrite in the passive**

5. Clare's dad bought a car.  
\_\_\_\_\_
6. Clare writes poems.

7. Her mum cooks spaghetti.

8. Her brother paid two tickets.

**H – Talk to Clare.**

You: \_\_\_\_\_

Clare: I'm fifteen years old.

You: \_\_\_\_\_

Clare: I live in Nottingham.

You: \_\_\_\_\_

Clare: I have got a brother and a sister.

You: \_\_\_\_\_

Clare: My brother? Yes, I get on with him but he teases me a lot.

You: \_\_\_\_\_

Clare: No, my mother is not my biggest problem.

*Have a good test!*

*Guilherme Lima*

**LICEU LUDGERO LIMA  
ENGLISH WRITTEN TEST**



<b>Name</b>	<b>Number</b>	<b>Class</b>
<b>Date</b>	<b>Evaluation</b>	<b>Teacher</b>

**About me**

1. My name is Joe and I'm the average high-school student. I live with my family in a block of flats. I live on the 5th floor.
2. Our flat is pretty spacious; it needs to be, given the fact that I have four brothers and sisters. Quite a crowd. They're both older and younger than me and they share rooms - so do I, in fact.
3. My family's a bit crazy. Dad's 52 with a beard and gentle blue eyes. Mom's got beautiful dark hair, is always cooking something and looking after us kids. I'm 15 years old and I have a twelve year-old brother who shares my room with me. He's got curly hair and blue eyes. He's very happy-go-lucky and enjoys playing football. I'm not very tall, I have well defined muscles (!) and I have dark hair and brown eyes, just like my Mom.
4. Our house is full of old furniture, things that we inherited from my grandparents and other things that my parents bought themselves. There's a big old clock on the living-room wall and some armchairs that look as if they've come straight out of a nineteenth century portrait.
5. My room is fairly big with twin beds. Jamie, my brother, has posters of football players all over his side of the wall and I have a couple of nice-looking ladies on my side. The cat sometimes comes into the room and lies on one of the beds, waiting for me to play with him. The colourful curtains float a bit when the window is open and the sun comes shining in. Our old toys are on the floor and inside the wardrobe where our clothes are as well. All in all, it's a pretty fine space and I like spending time there, playing my guitar.

**A - In which paragraph does Joe talk about:**

1. Bedroom fittings? \_\_\_\_\_
2. The flat where he lives? \_\_\_\_\_
3. His physical appearance? \_\_\_\_\_
4. His family in general? \_\_\_\_\_
5. Old furniture? \_\_\_\_\_

**B – Are the following sentences TRUE or FALSE? Correct the false ones.**

1. Joe shares his room with a younger sister.  
\_\_\_\_\_
2. Joe's dad is fifty-four years old.  
\_\_\_\_\_
3. Mom's always sewing and welcoming guests into the house.  
\_\_\_\_\_
4. Joe's room is big and colourful.  
\_\_\_\_\_

**C – Answer the following questions:**

1. Where does Joe live with his family?  
\_\_\_\_\_

2. What is Joe's family like?

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3. What does Joe's Mom enjoy doing?

---

4. How many brothers or sisters has he got?

---

5. What is his room like?

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6. What does Joe enjoy doing in his room?

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**D – Fill in the blanks with the right relative pronoun.**

<b>who</b>	<b>whom</b>	<b>what</b>	<b>which</b>	<b>where</b>	<b>whose</b>
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- I recently visited the town \_\_\_\_\_ Joe lives.
- Joe is the boy \_\_\_\_\_ lives next door.
- That is the lamp \_\_\_\_\_ his godmother bought him.
- I don't know the man to \_\_\_\_\_ we spoke at the airport.
- This test is only for students \_\_\_\_\_ first language is not English.

**E – Choose the correct answer.**

- The man \_\_\_\_\_ interviewed me was very nice.  
a) Who      b) that      c) both are possible.
- The bicycle \_\_\_\_\_ was stolen belonged to my brother.  
a) Who      b) which      c) both are possible.
- This is the girl \_\_\_\_\_ speaks four languages.  
a) Who      b) whose      c) both are possible.
- This is the woman \_\_\_\_\_ car broke down.  
a) Which      b) whose      c) both are possible.
- I know a place \_\_\_\_\_ you can buy cheap clothes.  
a) Which      b) where      c) both are possible.

**F – Fill in the gaps with the right form of the past perfect.**

- Joe \_\_\_\_\_ (live) in that town for 5 years.
- His father \_\_\_\_\_ (be) a teacher for about 30 years.
- His mother \_\_\_\_\_ (buy) her dress for the party.
- Our director \_\_\_\_\_ (speak) to our parents before he talked to us.
- My parents \_\_\_\_\_ (see) my grades at school.



**G – Fill in the gaps with the right family word.**

**Ex.:** Your mum's son is your brother

11. Your mum's father is your \_\_\_\_\_
12. Your brother's daughter is your \_\_\_\_\_
13. Your aunt's son is your \_\_\_\_\_
14. Your brother's wife is your \_\_\_\_\_
15. Your mum's brother is your \_\_\_\_\_

**H – Composition**

**Write a short text about your family. You may refer to the following items:**

- What's your family like?
- Where do you live?
- Who do you live with?
- Do you like your family? Why/Why not?

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Good Luck !!!



Ano Lectivo 20012/13	LICEU LUDGERO LIMA ENGLISH LANGUAGE	12th Grade Level IV
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CRITÉRIOS DE CORREÇÃO, SUGESTÕES DE RESPOSTA E COTAÇÕES

Objectives	Answer Key	Score
A- Comprehension Scanning the text	1- 5 2- 1 3- 3 4- 3 5- 4	5*4=20
B- Comprehension True (T) / False (F)	1- F – He shares his room with his younger brother. 2- F -He's 52 3- F – She's always cooking and looking for the kids. 4- True	4*5=20

<b>C – Comprehension</b>  (Answering questions.)	1- He lives in a block on the 5 <sup>th</sup> floor  2- His family is a bit crazy.  3- She enjoys cooking.  4- He's got four brothers and sisters.  5- It is fairly big with twin beds. It has posters on the walls and colourful curtains.  6- he enjoys spending his time and playing the guitar.		<b>6*10=60</b>
<b>D- Grammar:</b>  <b>Relative pronouns</b>  - Gaps filling	1. Where 2. Who 3. Which 4. Whom 5. whose		<b>5*4=20</b>
<b>E- Grammar – Relative pronouns</b>  - Multiple choice	1- c 2- b 3- a	4- a 5- b 6- b	<b>5*4=20</b>
<b>F – Grammar -</b>  - <b>Past Perfect - Gaps filling</b>	1. had lived 2. had been. 3. had bought. 4. had spoken 5. had seen		<b>5*4=20</b>
<b>G - Family – Completing sentences</b>	1- Father-in-law 2- Niece 3- Cousin 4- Sister-in-law 5- uncle		<b>5*4=20</b>
<b>H- Composition</b>	(free answer)		<b>20</b>
	Total		<b>200</b>

LICEU LUDGERO LIMA  
ENGLISH WRITTEN TEST

Name	Number	Class
Date	Evaluation	Teacher



## It may be small but it's all we've got.

It seems obvious, but the way that some people treat the world, you would think there is somewhere else to go once the earth's resources have been exhausted.

You know there isn't. Our small planet is being ravaged and its limited resources are fast disappearing.

This is why Greenpeace is trying to protect our fragile planet.

By applying international direct action with scientific research and political pressure, Greenpeace has had many notable successes.

The atmospheric testing of Nuclear weapons by the French in the Pacific has been stopped.

Commercial whaling is in the process of being stopped.

Dumping of radioactive waste in the ocean has been stopped.

The large scale commercial slaughter of baby harp seals in Canada has been stopped.

Incineration at sea of dangerous toxic chemicals has been stopped.

But at Greenpeace, we don't want to stop everything. What we have started is a general raising of the awareness of the environment across the globe. However, there is still a long way to go.

Deforestation and the depletion of the ozone layer are just two major problems we are aiming to overcome; there are countless others.

To carry on the work we urgently need your help. Greenpeace is a non-profit organisation supported by memberships and donations.

To find out how you can help, fill out the Greenpeace coupon and mail it today.

**GREENPEACE**  
GREENPEACE URGENTLY NEEDS YOUR SUPPORT

A – Mark the following statement TRUE or FALSE. Correct the false ones.

1. The earth's resources have disappeared.

2. Greenpeace is a commercial organization.

3. Greenpeace protects the planet with international help.

4. Greenpeace stopped commercial whaling.  
\_\_\_\_\_
5. Greenpeace tries to help the earth by stopping everything  
\_\_\_\_\_

**B – Answer the following questions on the text.**

1. What's the text about?  
\_\_\_\_\_
2. Name three successful achievements of Green Peace.  
\_\_\_\_\_  
\_\_\_\_\_
3. What are the major problems that are threatening our planet now?  
\_\_\_\_\_  
\_\_\_\_\_
4. What can someone do to help our planet?  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think our planet needs protection? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

**C – Fill in the gaps using the words given.**

•Temperature •extinct •pollution •global warming •ozone layer •rain forests •species

1. The world's greatest concern today is \_\_\_\_\_.
2. Man made chemicals which are destroying the \_\_\_\_\_, consequently the earth \_\_\_\_\_ is becoming hotter and hotter.
3. The \_\_\_\_\_ are being deforested due to men's activities.
4. Many \_\_\_\_\_ - plants or animals - are becoming \_\_\_\_\_ at an alarming rate.
5. The \_\_\_\_\_ of the air, the water and the soil is getting worse day by day.

**D – Complete the following sentences with the right form of the verbs in brackets:**

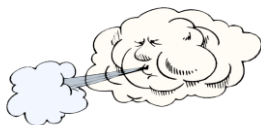
1. The volunteers of Greenpeace enjoy \_\_\_\_\_ (protect) the environment.
2. They want \_\_\_\_\_ (take) urgent steps to save our planet.
3. They finished \_\_\_\_\_ (produce) a new TV documentary about global warming.
4. They hope \_\_\_\_\_ (convince) the members of our government about the danger of pollution.
5. Greenpeace tries \_\_\_\_\_ (do) a good job about environmental issues.
6. \_\_\_\_\_ (recycle) helps protect the environment.

**E – What's the weather like?**



1

1 \_\_\_\_\_



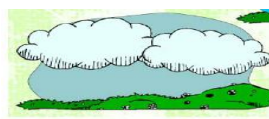
2

2 \_\_\_\_\_



3

3 \_\_\_\_\_



4

4 \_\_\_\_\_



5

5 \_\_\_\_\_

**F – Choose from Box A and B to make a new sentence with to...**

**A**

1. ~~We joined Greenpeace.~~
2. We bought some containers.
3. We switched the computer monitors.
4. We turned off that tap.
5. We are saving money.
6. We stopped smoking.

**B**

- a. We wanted to save water.
- b. We wanted to save energy.
- c. We want to go to a conference in Rio.
- d. We wanted to recycle materials
- e. We wanted to protect our health.
- f. ~~We wanted to help protect the environment.~~

**Example: We joined Green Peace to help protect the environment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**G – Complete the sentences. Write about yourself.**

1. I love \_\_\_\_\_
2. I don't mind \_\_\_\_\_
3. I hope \_\_\_\_\_
4. \_\_\_\_\_ is my favourite hobby.
5. I'd really like to have a \_\_\_\_\_ to \_\_\_\_\_

**Good Luck !!!**





<b>Ano Lectivo</b> <b>20012/13</b>	<b>LICEU LUDGERO LIMA</b> <b>ENGLISH LANGUAGE</b>	<b>12th Grade</b> <b>Level IV</b>
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**CRITÉRIOS DE CORREÇÃO, SUGESTÕES DE RESPOSTA E COTAÇÕES**

<b>Objectives</b>	<b>Answer Key</b>	<b>Score</b>
<b>A- Comprehension</b>  <b>True (T) / False (F)</b>	1- False. They are fast disappearing 2- False. It's a non-profit organization 3-True 4- T 5- F. It's in the way of being stopped. 6- F. They don't want to stop everything.	<b>5*5=25</b>
<b>B- Comprehension</b>  <b>(Answering questions.)</b>	1- It's about Greenpeace. 2- The atmospheric testing of nuclear weapons, the dumping of radioactive waste in the ocean and incineration at sea of toxic chemicals have been stopped. 3- Deforestation and the depletion of the ozone layer. 4- Join Greenpeace and other environmental organizations; recycle material, save water and energy, etc. 5- (free answer)	<b>5*10=50</b>
<b>C – Environment</b>	1- global warming;	

<b>Gaps filling</b>	2- ozone layer / temperature;  3- rain forests;  4- species / extinct;  5- pollution	<b>7*5=35</b>
<b>D- Grammar:</b>  <b>Verb + -ing / to infinitive</b>  <b>Gaps filling</b>	1 - protecting;  2 - to take;  3 - producing;  4 - to convince;  5 - to do;  6 - recycling	<b>6*5=30</b>
<b>E- Weather</b>  <b>Gaps filling</b>	7- It's rainy 8- It's windy 9- It's sunny 10- It's cloudy 11- It's hot	<b>5*4=20</b>
<b>F – Grammar</b>  <b>Infinitive of Purpose</b>  <b>Writing sentences</b>	1. We bought some containers to recycle containers. 2. We switched off the computer monitors to save energy. 4. We turned off that tap to save water. 5. We are saving money to go to a conference in Rio. 6. We stopped smoking to protect our health.	<b>4*4=16</b>
<b>G - Writing</b>  <b>Guided composition</b>	6- (free answer)	<b>5*4=20</b>
	Total	<b>200</b>

**LICEU LUDGERO LIMA**  
**ENGLISH WRITTEN TEST**

<b>Name</b>	<b>Number</b>	<b>Class</b>
<b>Date</b>	<b>Evaluation</b>	<b>Teacher</b>



### Teenage boy climbs Everest

In May 2010, American teenager Jordan Romero made history by becoming the youngest person to climb the highest mountain in the world, Mount Everest (8,848m). Jordan was 13 years old. The first thing he did when he reached the summit was to make a phone call, saying, 'Mom, I'm calling you from the top of the world!'

Jordan made the climb with his father Paul, his step-mother Karen Lundgren and three Himalayan guides, all experienced mountaineers. However, despite Jordan's age, he was by no means an inexperienced climber. In fact, this was his sixth major achievement in his dream to climb the Seven Summits, the highest peaks on all seven continents.

He conquered the first one, Mount Kilimanjaro (5,895m), in Africa when he was ten. Between 2007 and 2009, he climbed five others in North and South America, Australia and Europe. Having climbed the Asian one, this left only the Vinson Massif (4,892m) in Antarctica to achieve his dream of being the youngest person to climb all seven.

Jordan says he was first inspired to climb at the age of nine. There was a painting on a corridor wall in his California school which showed the highest point on every continent, and it fascinated him. He did some research and then one day he said to his father, 'Dad, I want to climb the Seven Summits.' His father immediately started training him and the following year they climbed Kilimanjaro.

Despite Jordan's achievements, the Everest climb also attracted criticism from people who said he was too young to take such risks. It is true that climbing at such high altitudes can be dangerous. The cold and the lack of oxygen have killed many climbers in the past. Furthermore, a previous record holder for the youngest person to climb Mount Everest, 16-year-old Temba Tsheri from Nepal, lost five fingers from frostbite during his climb due to the extreme cold.

But Jordan's father rejected the criticisms, saying, 'We were so prepared, everything went absolutely perfectly. Age has nothing to do with anything. He said they'd spent several weeks getting used to the high altitude. He thought Jordan had trained hard and had been ready for the challenge.'

Jordan himself said, 'I'm the one who started this project. It's my dream we are following. I know it's a big goal and luckily for me, my family is supporting me every step of the way. In fact my family is my team.'

He hopes his adventure will inspire young people around the world to set themselves challenges – to get fit and aim high.

#### A – Mark the following sentences TRUE or FALSE. Correct the false ones.

1. Jordan Romero was the first person to climb the Mount Everest.  
\_\_\_\_\_
2. He was not an inexperienced climber when he reached the top of Mount Everest.  
\_\_\_\_\_
3. His family didn't support him.  
\_\_\_\_\_
4. His father accepted the criticisms they made him.  
\_\_\_\_\_
5. Many climbers died when they tried to climb the Everest.  
\_\_\_\_\_

**B – Answer the following questions on the text:**

1. Why did Jordan Romero become famous?

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2. Who did he make the climb with?

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---

3. How old was Jordan when he climbed the Kilimanjaro?

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4. What inspired him to climb the Seven Summits?

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5. Is climbing at such high altitudes dangerous? Why / Why not?

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6. Would you like to climb mountains? Justify your answer.

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**C - Read the text again and choose the correct answer: a), b) or c).**

1. When Jordan got to the top of Everest, he called his \_\_\_\_\_.  
a) father      b) friends      c) mother
2. He'd already climbed \_\_\_\_\_ of the highest mountains in the world.  
a) five      b) six      c) seven
3. Some people thought Jordan shouldn't climb Everest because \_\_\_\_\_.  
a) he would get frostbite      b) the mountain was too high  
c) he wasn't old enough
4. Before the climb, \_\_\_\_\_.

- a) Jordan trained very hard                      b) he spent several months on Everest  
c) his father was very worried

- 5 Jordan would like \_\_\_\_\_.  
a) everybody to climb mountains      b) to inspire other teenagers  
c) to find more challenges

**D – Complete the following sentences with the right form of the verbs in brackets.**

1. Jordan Romero would like \_\_\_\_\_ (climb) Vinson Massif in Antarctica.
2. He doesn't mind \_\_\_\_\_ (spend) too much time on the mountains.
3. His father promised \_\_\_\_\_ (sponsor) his next trip.
4. His mother dislikes \_\_\_\_\_ (look) at untidy rooms.
5. Jordan learns \_\_\_\_\_ (speak) foreign languages very easily.

Name	Number	Class
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**E – Rewrite the following sentences in the Passive Voice.**

1. Jordan bought a new bicycle.

\_\_\_\_\_

2. His grandmother writes books.

\_\_\_\_\_

3. His father helps him a lot.

He \_\_\_\_\_

4. Jordan is reading a newspaper.

\_\_\_\_\_

5. His parents will visit the new factory

\_\_\_\_\_

**F – Fill in the blanks with some or any + -body / -thing / -where**

1. Jordan lives \_\_\_\_\_ in the USA.
2. Is \_\_\_\_\_ at home?
3. \_\_\_\_\_ telephoned for you.
4. Peter is always at home. He never goes \_\_\_\_\_.
5. I want to tell you \_\_\_\_\_.

**G – Fill in the blanks with although, in spite of, however, because, because of.**

1. \_\_\_\_\_ being young, Jordan was very successful.

2. \_\_\_\_\_ he didn't have many sponsors, he was able to climb the Kilimanjaro.
3. \_\_\_\_\_ the bad weather, he had to cancel his appointment.
4. The climb was very hard. \_\_\_\_\_ Jordan didn't give up.

*Have a good test!*  
*Your teacher*

zone 3

**Activity 3 READING**

**Teenagers and drugs**

The following texts deal with different kinds of drugs that put teenagers' lives in danger. As a teenager, you have to be aware of what they are and what they can cause.

**PART A – Important facts**

You are going to read some texts that try to show you important aspects of some drugs.

▲ Read the following texts. Then do the exercises.

Did you know?

More than 1,000 people die in the United States each day from smoking-related illnesses.

**1) Smoking trends among British children and teenagers**

According to the latest government figures, 23% of all 15-year-olds are regular smokers. Many of these teenage smokers are already addicted to nicotine, that is, they need to smoke their first cigarette of the day as soon as they get up. It's like they are physically and mentally dependent on it. Some of them spend all their pocket money to buy cigarettes. It's a very expensive addiction. Eight out of ten smokers begin under the age of 20 and the majority wish they had never started. By the age of sixteen, two-thirds of children have experimented with cigarettes. In Great Britain about 450 children start smoking every day.

in Current, 2003 (adapted)

1) Find evidence for the following statements.

- a) Nicotine can be addictive.
- b) Smoking addicts can't help smoking very early in the morning.
- c) Most teenage smokers regret their first cigarette.
- d) Hundreds of children start smoking every day.

2) True or false? Correct the false statements.

- a) Family members who smoke cannot be held responsible for teenage smokers.
- b) Smoking can be a growing up sign.
- c) Peer pressure makes teens smoke.
- d) Girls don't smoke because smoking makes them fat.
- e) There are many different reasons for taking up smoking.

3) Answer the questions.

- a) What is second-hand smoke?
- b) Is it dangerous? Why?
- c) Can it affect children? In what ways?

Did you know?

Nearly 90% of all adult smokers start when they are teens and never intend to get hooked.

**3) Second-hand smoke**

Can someone else's smoking hurt you? Yes. Two-thirds of cigarettes smoke is not inhaled by the smoker but goes into the surrounding air. The smoke from a smouldering\* cigarette contains higher rates of cancer-causing and toxic chemicals than the smoke that is inhaled or exhaled by a smoker. Second-hand smoke contains more than 4,000 chemicals including 50 that can cause cancer. Breathing second-hand smoke causes non-smokers' hearts to beat faster and blood pressure to rise. Children who breathe second-hand smoke are more at risk from wheezing\*, coughing, ear infections, asthma, bronchitis and pneumonia.



zone 3

**Activity 2** VOCABULARY ZONE

**A Quiz: Your attitude to smoking**

Do this quiz and find out how strong-minded\* you are in your attitude to smoking.

1) You are on a first date with a girl/boy. You meet in a café. It's really smoky inside. What do you do?

A ☐ ☐ Yuck! I hate smoky places. I can't breathe\* and my hair and clothes get smelly. I would leave immediately.

B ☐ ☐ I don't like smoky places but I wouldn't want to upset my date. I would ask the waiter to open a window.

C ☐ ☐ I don't mind smoky places.



2) You arrive at a party and all your friends are smoking. They try to persuade you to have a cigarette. What do you do?

A ☐ ☐ Tell them that they are idiots and spend the whole party telling them about the dangers of smoking.

B ☐ ☐ One cigarette won't hurt me. I don't want to feel different.

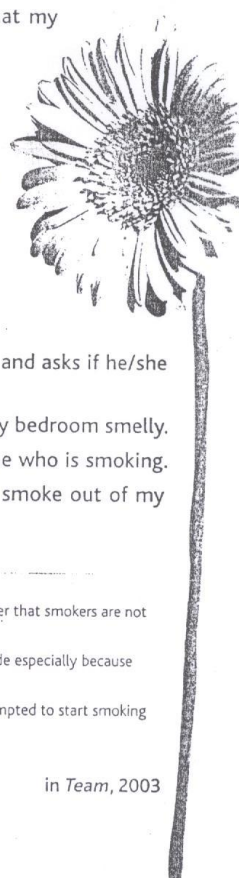
C ☐ ☐ I would enjoy the party without smoking. I don't do everything that my friends do.

3) Your older brother/sister has started smoking a packet of cigarettes a day. How do you feel?

A ☐ ☐ I would be very angry with him/her for having such a disgusting habit!

B ☐ ☐ I would be very worried about him/her. I love him/her very much and I don't want him/her to damage his/her health\*.

C ☐ ☐ I wouldn't be very surprised because everyone in my family smokes.



4) Your teenage cousin comes to stay. He/she is desperate to smoke a cigarette and asks if he/she can smoke in your bedroom. What do you say?

A ☐ ☐ No way! I don't want to breathe in his/her smoke and it will make my bedroom smelly.

B ☐ ☐ No, because my parents might smell the smoke and think that it's me who is smoking.

C ☐ ☐ I feel sorry for him/her because he/she is addicted so I let him/her smoke out of my bedroom window.

**Results:**

Mostly ☐ A you are very anti-smoking. This is a good attitude and you should continue. However, remember that smokers are not bad people, they are addicted.

Mostly ☐ B you are anti-smoking but you are considerate about people's feelings too. This is a good attitude especially because people often need support rather than lecturing to give up smoking.

Mostly ☐ C you have a very relaxed attitude towards smoking. We hope this doesn't mean that you are tempted to start smoking yourself. Remember, it's difficult to give up.

**VOCABULARY FILE**

**to be strong-minded** to be firm and determined

**to breathe** to take air into our lungs and send it out again

**to damage one's health** to harm, destroy one's health

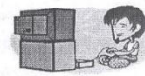
in Team, 2003

Teacher's Sign. _____	Student Aval. _____	
20012/13	Ludgero Lima High School English Test	9th Grade-2nd test
Name: _____ n° _____ Class: _____ Grade: _____		

### Test B

#### A day in the life of an English girl

Paige wakes up at 7 every day. Her bedroom is painted pink, her favourite color. She likes to watch TV while her parents are still asleep.



"I get up before everyone else and help myself to a drink, because I can't wait to start the day. I play with my hamster, Hamish. Then I prepare breakfast for myself and for Sarah, my sister. We eat cereals and toast with peanut butter and sometimes drink orange squash. After breakfast I brush my teeth before I get dressed.

We usually walk to school. If it's raining we go to school by car. At school everything is fun. I love drawing. My kitchen wall is covered with the pictures I make at school. Mum likes them. In the afternoon I clean my hamster's cage.

I like taking care of Hamish, but I hate carrying my toys and clothes back up to my bedroom.

My favourite meal is roast meat or chicken with roast potatoes, vegetables and gravy. I also like pasta with tuna fish, fish fingers or salads. I don't like soup very much. When I invite school friends' home for tea, we have chocolate biscuits Hmmmmm!

My dream is to be a vet and have a horse of my own. I want to fly around the world to see different people in faraway places."

#### A-Answer the questions based on the text:

1-What's Paige favourite time to watch TV?

\_\_\_\_\_

2- When does she play with her pet?

\_\_\_\_\_

3- Who's Hamish?

\_\_\_\_\_

4-How often do Paige and her sister walk to school?

\_\_\_\_\_

5-What does Paige want to be when she gets older?

\_\_\_\_\_

**B- Choose the right options:**

- 1- Paige watches TV \_\_\_\_\_ her parents wake up.  
a) after b) before c) if
- 2- Paige has breakfast \_\_\_\_\_ she plays with Hamish.  
a) after b) before c) while
- 3- Paige can't stand \_\_\_\_\_.  
a) carrying her books to the library b) carrying her toys c) playing with Hamish
- 4- Paige is very fond of \_\_\_\_\_.  
a) drawings b) soup c) chocolate biscuits

**C- Order Paige's activities according to the text sequence:**

- a) \_\_\_\_\_ Paige walks to school
- b) \_\_\_\_\_ Paige plays with her pet
- c) \_\_\_\_\_ Paige carries the toys to the bedroom
- d) \_\_\_\_\_ Paige has classes
- e) \_\_\_\_\_ Paige watches TV
- f) \_\_\_\_\_ Paige has breakfast with Sarah
- g) \_\_\_\_\_ Paige has a drink
- h) 1 \_\_\_\_\_ Paige wakes up
- i) \_\_\_\_\_ Paige cleans her pet

**D- Complete the exercises using simple present of the verbs in brackets:**

- 1- Paige (watch) \_\_\_\_\_ TV early in the morning.
- 2- She (be/not) \_\_\_\_\_ a bad girl. She (have got) \_\_\_\_\_ many friends.
- 3- They (watch/not) \_\_\_\_\_ TV everyday but they (chat) \_\_\_\_\_ on the net.
- 4- This student (play) \_\_\_\_\_ basketball during the school breaks.
- 5- \_\_\_\_\_ (you/go) to school on foot? No, I \_\_\_\_\_.

**E- Build sentences using simple present of to or have got:**

- 1- Paige / brown / old / a / guitar  
\_\_\_\_\_
- 2- short / Paige / but / Sarah / tall  
\_\_\_\_\_
- 3- Paige / classes / French / the / in  
\_\_\_\_\_
- 4- Their / not / father / job / a / good  
\_\_\_\_\_



Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

**F- Underline the best answers indefinite article:**

- 1- There's ( **a** / **an** ) huge uniform on the table
- 2- I've got ( **an** / **a** ) tiger. It's ( **an** / **a** ) Asian wild animal.
- 3- My teacher has got ( **an** / **a** ) Brazilian map on her office's wall. It's ( **an** / **a** ) old map.

**G- Rewrite the following sentences by placing the adverbs of frequency:**

- 1- Paige goes to the church on Saturdays ( **rarely** )  
\_\_\_\_\_
- 2- Sarah doesn't have classes in the evenings. ( **usually** )  
\_\_\_\_\_
- 3- Paige isn't at school library. ( **often** )  
\_\_\_\_\_

Test B

Name: \_\_\_\_\_ nº \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_

H- Write few lines about your daily routine.

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<b>LUDGERO LIMA HIGH SCHOOL</b>	
<b>20012/13</b>	<b>ENGLISH TEST      11<sup>th</sup> GradeLevel 5</b>
<b>1<sup>st</sup> Trimester</b>	
Name: _____ n: _____ Class: _____ Grade _____	
Teacher's Sign. _____	Student's Evalu. _____



## Bike Riding

Sandy Lou

It is the summer of 2000. The summer just after grade six ends. I am very bored, so I feel like going out for a bike ride. The wind has a grassy smell to it. The strong smell of freshly cut grass makes me want to sneeze. You can hear sprinklers in every corner. I like summer. Summer is fun.

My bike comes across April's house and I suddenly decided to see if she would like to bike with me. I ring her doorbell, "Ding dong," and surprisingly she is home. She grabs her bike and we bike around the neighbor for half an hour. We are not going anywhere fun, but just riding around the block, so April decides to lead me into a remote trail that she heard of. I don't know what the trail is called or where it is; but, having fun is everything.

Just a few turns and we are in front of a sign reading, "Agyle Trail". The trail is very dark and has a zigzag pattern to it. There are all sorts of trees, some tall, some short with different colors of green. The ground has blotches of

green and chunks of wood cover the rest of the trail. The sound of our movements echo through the bushes and we shiver.

I no longer want adventure, but home. I have no idea where we are. We must continue down the trail. Suddenly, a steep slope comes out of nowhere and I zoom down it at a speed as fast as my bike can go. The wind blows against me harder and harder.

We continue down the trail until we hear the sound of cars nearby. We run towards the street. The street looks familiar and we finally come across April's house. We survived, but I have a cast on my pinky for two weeks. We both promise that this trip to Agyle trail will forever be our secret. When I go home, I am going to tell my parents that my bike fell on me.

**Vocabulary:** Grassy- Cheiro de relva /Sneeze – Espirrar / Grab- Agarrar Trail-Caminho / Blotches- Manchas/Shiver-tremor

Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

I- Comprehension

A- Find evidences on the text that prove the following sentences:

1- April isn't always available to ride her bike

\_\_\_\_\_

2- The trail wasn't nearby the neighborhood

\_\_\_\_\_

3- The girls' voices were repeating throughout the bushes.

\_\_\_\_\_

B- Answer the questions based on the text:

1- How's Sandy Lou temper today?

\_\_\_\_\_

2- Did Sandy and April have any new plan after leaving home? Justify.

\_\_\_\_\_

3- Did Sandy disagree with April's new idea? Why (not)?

\_\_\_\_\_

4- "I no longer want adventure but home." Explain Sandy's expression.

\_\_\_\_\_

5- What's Sandy excuse to her parents after she reaches home?

\_\_\_\_\_

6- Do you think Sandy enjoyed her secret adventure? Why (not)?

\_\_\_\_\_

**C- Write opposite of the following words:**

- |                |                |               |
|----------------|----------------|---------------|
| 1- After _____ | 3- Pull _____  | 5- Down _____ |
| 2- Fun _____   | 4- Light _____ | 6- End _____  |

**D- Complete the following text with words below:**

**highlight/ Inter Rail /family /event/ abroad/ marvelous/ have lived/ forward**

The best \_\_\_\_\_ of my life was three years ago when I travelled \_\_\_\_\_ with my whole family to Nebraska. We met our uncles that \_\_\_\_\_ there for years and it was awesome! We travelled in the \_\_\_\_\_ which wasn't that expensive but a \_\_\_\_\_ experience. My parents told me that the \_\_\_\_\_ of their holiday was when we could be all together and had the chance to make a \_\_\_\_\_ picture. I look \_\_\_\_\_ to my next summer holiday that will be in Vanessa with my friends.

**II- Grammar**

**E- Find the right choice of words to complete the following sentences:**


- 1- My friend April \_\_\_\_\_ (ride/just) her bike at the park.
- 2- April \_\_\_\_\_ (get) very ill two weeks ago.
- 3- I \_\_\_\_\_ (visit) April last night while her parents \_\_\_\_\_ (prepare) some food for her.
- 4- Today I \_\_\_\_\_ (not/visit) her because I have Physical Education classes.
- 5- \_\_\_\_\_ (see/she) doctor yet? Yes, she \_\_\_\_\_ (do) it yesterday.
- 6- This morning the doctor \_\_\_\_\_ (call) her home and talked to her
- 7- Sue \_\_\_\_\_ (phone/usually) April for some adventure too.
- 8- Next summer holiday Sue \_\_\_\_\_ (travel) abroad with her parents.



## Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

### III- Writing

 Write few lines about your last summer holidays. Don't forget to mention:  
Where you went / what you did / Whom you went with / if you liked it / etc

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a set of loose-leaf papers. There is no handwriting or other markings on the page.

Teacher's Sign. \_\_\_\_\_ Student Aval. \_\_\_\_\_  
Ludgero Lima High School  
20012/13 English Test 9<sup>th</sup> Grade  
Name: \_\_\_\_\_ n<sup>o</sup> \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

### James's daily routine



Hello, my name's James Stuart and according to my parents I'm a very bizarre thirteen years old boy. The reason they say that, is because I behave in an eccentric way.

I always wake up very early and go to our house's terrace to look at the stars. I imagine travelling around them and being a famous astronaut (that's what I dream of being when I get an adult).

Before I go to school I rarely take a complete shower and then I listen to loud music of Avril Lavigne my favourite singer. My breakfast is just some English biscuits with half cup of milk.

I sometimes go to school by bus but I prefer to walk and get fresh air, so I can listen to some music in my iPod.

I get at school and always sit at the back rank of the classroom where once in a while I get a nap. I don't like to talk with my colleagues in class because they upset me with their peculiar sounds and acting.

I reach home around 12:45 p.m. and take a complete nap before I have lunch which has to be with rice and potatoes but no salad.

I rarely study more than half an hour in the afternoon. I hate homework!

I watch some TV and chat on the net (with some foreign students) until is time to drink some banana and milk shake for dinner.

I wash my teeth and never wash my face before going to bed and I sleep early before I read some pages of a book.

Test B

Name: \_\_\_\_\_ nº \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_

**A- True(T) / False(F). Correct The false Statements**

1-James goes to school when he wakes up. ☐

\_\_\_\_\_

2-James would like to be in the state ☐

\_\_\_\_\_

3-James always washes all his body before school. ☐

\_\_\_\_\_

4- James listens to music while going to school. ☐

\_\_\_\_\_

**B-Answer the questions based on the text:**

1-Why do James' parents call him bizarre?

\_\_\_\_\_

2- What does James want to be when he gets older?

\_\_\_\_\_

3- Does James always have an entire breakfast? Why (not)?

\_\_\_\_\_

4-Why does James like to walk to school?

\_\_\_\_\_

5-Does James have lunch when he reaches home? Why (not)?

\_\_\_\_\_

6- Is James fond of studying? Justify.

\_\_\_\_\_



**E- Choose the best answer:**

- 1- James' parents \_\_\_\_\_ a nice house downtown.  
a) have got b) has got c) hasn't got
- 2- James \_\_\_\_\_ to chat on the net.  
a) don't like b) like c) likes
- 3- Right now I \_\_\_\_\_ James  
a) Visits b) is visiting c) am visiting
- 4- \_\_\_\_\_ you \_\_\_\_\_ to James now?  
a) Do....talk b) Are....talking c) Are...talk
- 5- Beto \_\_\_\_\_ to James' house every day.  
a) Is phoning b) phones c) phone
- 6- Beto \_\_\_\_\_ a teenager..  
a) is b) am c) have got

**D- Complete the exercises using -ing or infinitive:**

- 1- Beto and James enjoy (chat) \_\_\_\_\_ on the net for hours.
- 2- James hates (watch) \_\_\_\_\_ horror films on TV.
- 3- My favourite hobby is (listen) \_\_\_\_\_ to pop songs.
- 4- Are you fond of (ride) \_\_\_\_\_ your bike?
- 5- James likes (listen) \_\_\_\_\_ to music, so he wants (buy) \_\_\_\_\_ new cds.

**C- Complete the questions in A with the question words and match them with the answers in B:**

**who / what / when / where / why / which**

**A**

**B**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1- _____ does James go to school? | _____ A- Avril Lavigne's songs |
| 2- _____ is James's right now?    | _____ B- Because he's ill.     |
| 3- _____ one is James's house?    | _____ C- It's Angelica         |
| 4- _____ songs does James like?   | _____ D- He's at school.       |
| 5- _____ 's James's Godmother?    | _____ E- It's the green one    |
| 6- _____ is James sad?            | _____ F- Early in the morning  |

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

**✍ Write few lines about your last summer holidays. Don't forget to mention:  
Where you went / what you did / Whom you went with / if you liked it / etc**

[illegible]



Teacher's Sign. \_\_\_\_\_ Student's Evalu. \_\_\_\_\_

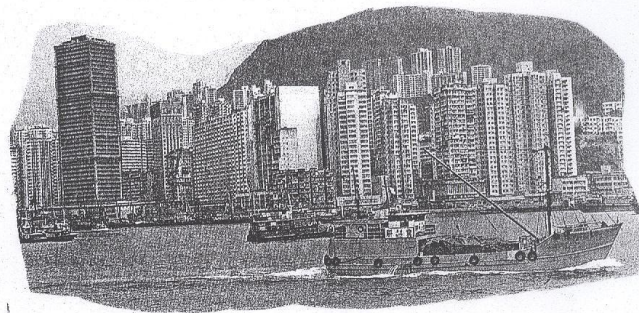
20012/13 LUDGERO LIMA HIGH SCHOOL 11<sup>th</sup> Grade Level 5  
ENGLISH TEST 1<sup>st</sup> Trimester – 2<sup>nd</sup> test

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade \_\_\_\_\_

This is  
where  
I live

1 I live in Helsinki, the capital of Finland. We have a long winter here, but cold, rain and snow don't scare us a bit. One of the best parts of our city is the City Zoo. First of all, it takes up a whole island. Its speciality is the really beautiful polar animals. One of the advantages of living in Helsinki is that you can ski in the city parks at night. Pretty cool, isn't it? My Mum and my three sisters like doing a little skiing before going to bed. I can tell you that you don't have any problem sleeping afterwards! Another good thing about living here is that almost everyone has a sauna at their house!

Maya, 13

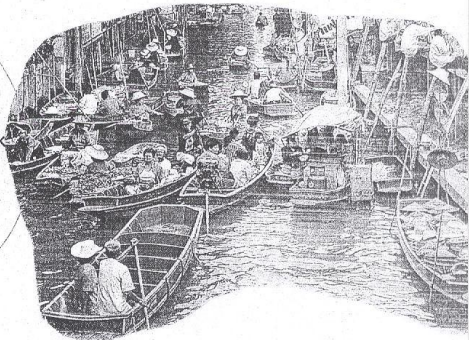


2 I live in Bangkok, in a rose garden. I'm not kidding! Rose Garden is a very famous place in the city because the people that work and live here practise many Thai traditions. Although the Rose Garden is quiet, the city around it is incredibly noisy. I don't think I could ever live in modern Bangkok but I think I would like to work in one of the modern skyscrapers. The Chao Phraya river is a very important part of life in Bangkok. It's the biggest river I've ever seen. In the old days there were no streets in the city, just canals, and everybody lived in houses on stilts.

Pam, 13

3 I live in one of the biggest cities in the world. More than 15 million people live here. One of the most amazing things to see in Hong Kong is the markets. You can find just about everything in them. There are also streets specializing in different items. Just as an example, there are certain streets whose shops only sell electronic goods: miles and miles of computers. When I grow up I want to be a marine biologist. I like to think that one day I will help save this port from the pollution and the disasters we cause. My father says Hong Kong is changing at an unbelievable rhythm. All I know is that it is a very important city and I have great fun here.

Tony, 14





Test A

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

I- Comprehension

A- Answer the questions based on the text:

1-Why would Maya like to live in Helsinki?

\_\_\_\_\_

2-How do Maya and her family sleep after skiing?

\_\_\_\_\_

3-What makes Rose Garden well-known?

\_\_\_\_\_

4-Which career does Tony want to follow when he grows up? Why?

\_\_\_\_\_

5- Does Tony enjoy living in Hong Kong? Justify.

\_\_\_\_\_

B- Who says what?

1- It's entertaining to live here

\_\_\_\_\_

2- I would better work than live in this city.

\_\_\_\_\_

3- The city specializes in different technologies.

\_\_\_\_\_

4- The weather is no problem for us.

\_\_\_\_\_

C- These sentences are wrong. Correct them.

1-The place where Pam lives is well-known because there you can find lots of beautiful flowers.

\_\_\_\_\_

2- Helsinki is located on a continent.

\_\_\_\_\_

3- Hong Kong is much the same now as it was in the past.

\_\_\_\_\_

D- Write opposite of the following words:

1- Long \_\_\_\_\_ 3- Advantage \_\_\_\_\_ 5- Big \_\_\_\_\_

2- Best \_\_\_\_\_ 4- Quiet \_\_\_\_\_ 6- Old \_\_\_\_\_

II- Grammar

**E- Use comparative or superlative of the adjectives in brackets to complete the following sentences:**

- 1- My city can be as (modern) \_\_\_\_\_ any other city in Europe.
- 2- Maya considers Helsinki's winters (long) \_\_\_\_\_ winters of Europe.
- 3- According to Pam Bangkok is (exciting) \_\_\_\_\_ than Helsinki.
- 4- Tony knows smart boys but Maya can be (knee) \_\_\_\_\_ among them.
- 5- The city of Bangkok is hot but it isn't as (hot) \_\_\_\_\_ Bombay.

**F- Complete the chart that follows using comparison of adjectives :**

Adjective	Positive degree Inferiority	Comparative degree of superiority	Superlative degree of inferiority
good			
jealous			

**G- Complete with will or going to future:**

- 1- **Tony:** I have got no money to purchase the computer.  
**Maya:** Sorry! Your mother has already asked me for some but I \_\_\_\_\_ you some. **(Not /Lend)**
- 2- **Maya:** Let's visit Garden Rose next fall!  
**Pam:** Yes, great! We \_\_\_\_\_ the train tickets tomorrow! **(Buy)**
- 3- **Pam:** Maya, the phone is ringing!  
**Maya:** I've already heard it. I \_\_\_\_\_ it! **(Get)**
- 4- Look at Pam! \_\_\_\_\_ she has got backache and she bending. I'm not sure but maybe she's \_\_\_\_\_ to the hospital. **(Go)**



Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

I- Comprehension

A- Answer the questions based on the text:

1-How does Maya feel about Helsinki's weather?

\_\_\_\_\_

2-What's one benefit for living there?

\_\_\_\_\_

3-Is Rose Garden an essential place in Bangkok? Why?

\_\_\_\_\_

4-Why does Tony admire the markets in Hong Kong?

\_\_\_\_\_

5- Which career does Tony intent to follow in the future? Why?

\_\_\_\_\_

B- Who says what?

1- My city has got a huge population.

\_\_\_\_\_

2- Sports are good to settle you down.

\_\_\_\_\_

3- The city costumes make it important.

\_\_\_\_\_

4- This place is changing in a fast rhythm.

\_\_\_\_\_

C- These sentences are wrong. Correct them.

1-The place where Pam lives is well-known because there you can find lots of beautiful flowers.

\_\_\_\_\_

2- Helsinki is located on a continent.

\_\_\_\_\_

3- Hong Kong is much the same now as it was in the past.

\_\_\_\_\_

D- Write opposite of the following words:

1- Modern \_\_\_\_\_

3- Good \_\_\_\_\_

5- Live \_\_\_\_\_

2- Different \_\_\_\_\_

4-First \_\_\_\_\_

6- Like \_\_\_\_\_

II- Grammar

**E- Use comparative or superlative of the adjectives in brackets to complete the following sentences:**

- 1- I live in a nice city. Maybe it's (nice) \_\_\_\_\_ one I've ever visited.
- 2- Maya considers Helsinki not as (awful) \_\_\_\_\_ Tony's city.
- 3- Pam lives with her family who can be (enjoyable) \_\_\_\_\_ family in Helsinki.
- 4- Tony is handsome. He's (handsome) \_\_\_\_\_ than his brother.
- 5- The city of Bangkok is as (awesome) \_\_\_\_\_ Bombay.

**F- Complete the chart that follows using comparison of adjectives :**

Adjective	Positive degree Superiority	Comparative degree of Inferiority	Superlative degree of Superiority
sensible			
sunny			

**G- Complete with will or going to future:**

- 1- **Tony:** I have got no money to purchase the computer.  
**Maya:** Don't worry! I \_\_\_\_\_ you some. **(Lend)**
- 2- Maya and Pam \_\_\_\_\_ Garden Rose next fall. They have already bought the train tickets. **(Visit)**
- 3- Pam: Maya, your teacher phoned you last night.  
Maya: Oh really? If she phones back tell her that I \_\_\_\_\_ her soon.  
**(Talk)**
- 4- Look at Pam! She has got backache and she's bending. I'm sure she's \_\_\_\_\_ towards the hospital. **(Walk)**



Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

E-Write few lines about your favourite city.

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